



Child Care and Development Fund (CCDF) Plan

For

State/Territory: Missouri

FFY 2012-2013

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013

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For

Missouri
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PART 1 ADMINISTRATION

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto.(658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program? Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: [Department of Social Services](#)

Address of Lead Agency: [P.O. Box 1527, Jefferson City, MO 65102-1527](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Brian Kinkade, Interim Director](#)

Phone Number: [\(573\)751-4815](#)

Fax Number: [\(573\)751-3203](#)

E-Mail Address: Brian.D.Kinkade@dss.mo.gov

Web Address for Lead Agency (if any): www.dss.mo.gov

1.1.2 Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: [Shari Allen](#)

Title of CCDF Administrator: [Child Care Program Administrator, Childrens Division](#)

Address of CCDF Administrator: [P.O. Box 88, Jefferson City, MO 65103-0088](#)

Phone Number: [\(573\)751-6793](#)

Fax Number: [\(573\)526-9586](#)

E-Mail Address: Shari.L.Allen@dss.mo.gov

Web Address for Lead Agency (if any): www.dss.mo.gov

Phone Number for CCDF program information

(for the public) (if any): (573) 522-1385

Web Address for CCDF program

(for the public) (if any): <http://www.dss.mo.gov/cd/childcare/index.htm>

Web Address for CCDF program policy manual

(if any): <http://www.dss.mo.gov/fsd/iman/chldcare/cctoc.html>

Web Address for CCDF program administrative rules

(if any): <http://www.sos.mo.gov/adrules/csr/current/13csr/13csr.asp>

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:

Description of the role of the Co-Administrator:

1.2 Estimated Funding

1.2.1 What is your expected level of funding for the first year of the FY 2012 - FY 2013 plan period?

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [\\$99,365,012](#)

Federal TANF Transfer to CCDF: \$ [\\$22,785,613](#)

Direct Federal TANF Spending on Child Care: \$ [\\$00](#)

State CCDF Maintenance-of-Effort Funds: \$ [\\$16,548,755](#)

State Matching Funds: \$ [\\$18,506,764](#)

Reminder - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.

Territories not required to meet CCDF Matching and MOE requirements should mark

☐ N/A here

Note:The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds:

Early Childhood and Development Care Fund (estimated \$2.7 million) and General Revenue (estimated \$35,369,000 million).

If known, identify the estimated amount of public funds the Lead Agency will receive: \$38 million

☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

If known, identify the estimated amount of private donated funds the Lead Agency will receive:

☐ State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%):

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

☐ State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,

☐ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%):

If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results

Training and technical assistance, resource and referral, practitioner and trainer registries, parent WarmLine, school-age and early childhood programs within schools, CDA programs within vocational schools, Health Consultation The WarmLine that provides quality parenting information, materials, and other resources, such as research-related literature, educational brochures, and lending library items, and services, such as outreach activities and support groups to proactively strengthen and support Missouri's families and communities.	\$6,655,966.56 - this includes some targeted funds.	Improve the quality of care received by all children, specifically children receiving child care subsidy.	The workforce will be better prepared to serve young children and youth. More subsidized children in higher quality care. This will be measured by the number of subsidized children in licensed and/or accredited care.
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

- ☒ No, the Lead Agency will manage all quality funds directly
- ☐ Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

- ☐ Yes, all quality funds will be distributed to local entities
- ☐ Other.

Describe:

1.3 CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of

and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Describe:

In August 2010, Missouri implemented a new child care provider Claims and Restitution System (CARS). The CARS system is an integrated system for processing child care provider claims. The system produces system generated notifications, called demand letters, and promissory notes to providers of initial claims. Also, the system sends monthly bills to providers. This system will assist in streamlining program efficiency and increase accountability in the collection of overpayments.

DSS has enhanced system edits to the automated child care eligibility and payment systems for Children's Division and Family Support Division staff. These edits allow the system to identify and block any child authorization that exceeds the allowed number of unrelated children to a license exempt family home provider.

The automated eligibility system limits the number of full time/daytime units of care authorized for a child over the age of seven, which prevents a provider from claiming a full month's reimbursement for children attending school.

The Missouri Department of Health and Senior Services is responsible for child care licensing and the Child and Adult Care Food Program. DSS works closely with both programs to identify and investigate potentially fraudulent situations. DSS has bi-monthly meetings with both agencies to review payment issues and/or fraud situations. This group also discusses policy implications that may impact each others programs.

DSS has a Child Care Provider Relations Unit (CCPRU) which is responsible for accepting and processing child care registration information on potential child care providers in the state, processing child care payments made through the Children's Division's and the Family Support Division's payment systems, facilitating payment resolutions on behalf of child care providers, and working with local CD and FSD offices on child care authorization problems. The Child Care Provider Relations Unit randomly reviews subsidized child care providers each month. The review process includes a review of invoicing and attendance recording practices. Results and recommendations from these reviews are provided to the child care subsidy administrator for corrective action. Child care providers may be referred and/or mandated to attend Subsidy Orientation training, if necessary.

Identification procedures include the following:

- Review the billing practices of facilities receiving payments of \$25,000 or more per month;
- Conduct random billing reviews by CCPRU of any participating provider in the subsidy program; and
- Random license capacity checks of licensed facilities.

Collection of improper payments: Primary method of collection is by recoupment, which is handled by our integrated system to ensure proper collection and reporting of income at the end of the tax year. If the provider no longer receives reimbursement from the state, direct payments are accepted by DSS.

Fraud: The Department of Social Services, Division of Legal Services/Welfare Investigation Unit investigates referrals from staff to determine when CCDF funds were fraudulently received and processes these actions through internal polices, which sometimes results in referrals for legal litigation.

1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Describe:

DSS reserves the right to use funding, in addition to the quality funding contracted to DHSS and DESE, for such projects or pilots that support the activities of the state's child care programs in the course of implementing family self sufficiency and to enhance the quality of child care for Missouri's families. Examples of programs currently supported are ongoing grants to the Missouri Child Care Resource and Referral Network d.b.a. Child Care Aware® of Missouri, Educare, and our state professional development system OPEN (Opportunities in a Professional Educational Network). The above listed grants are monitored, along with all other quality grants in accordance with the below contract monitoring policy.

The Departments of Health and Senior Services and Elementary and Secondary Education will monitor the individual grants awarded from the quality funding each department receives from DSS. Appeals, hearings and/or complaints will be handled at the DESE and DHSS level with the final appeal process to be the responsibility of DSS.

The Department of Social Services monitors the terms of the agreements with DHSS and DESE. The monitoring activities entail, at a minimum, an annual accounting of activities as defined in the respective Memoranda of Understanding with each department. Additionally, outcomes and benchmarks are measured, on an annual basis, as they relate to each department's state strategic plan.

Contract Monitoring Policy

The Children's Division, Early Childhood and Prevention Services Section has responsibility for monitoring all of the contracts within the section. Contract monitoring happens in a variety of ways within the policies described below.

Monitoring Frequency:

Desk monitoring will be done on a continual basis.

Contracts that are renewed annually will be monitored on site according to the amount as listed below:

- \$500,000 and up monitored annually
- \$250,000 - \$500,000 monitored every 2 years
- All others every 3 years

Competitive Start-Up and Expansion grants will be monitored on site within six months of licensure or license revision and once during their third year. Drop-in visits will be done during the fourth year when needed.

Other exceptions will be made as circumstances arise to trigger the need for an on site monitoring visit. These triggers may include but are not limited to the following:

- referred as at risk from another division or partner agency,
- desk monitoring findings, or
- result of a corrective action.

Desk Monitoring:

- Invoices – Staff review these documents and supporting documentation for accuracy to assure compliance with the approved contracts and budgets and follow up with contractors when clarification, corrections or changes need to be made prior to approving for payment.
- Expenditure reports – Staff review these documents and supporting documentation for accuracy to assure compliance with the approved contracts and budgets and follow up with contractors when clarification, corrections or changes need to be made.
- Programmatic reports – Staff review these documents to ensure service deliverables are being met in accordance with the approved contract. Follow up with contractors is done when there is a need for clarification or the report has triggered a need for technical assistance to the contractor either by our staff or through an outside resource.
- Audits – Audits are submitted once per year or as requested by the state agency, reviewed by staff and sent to the Financial Management Unit and the Division of Finance and Administrative Services (DFAS) for review. If necessary they may request further documentation to account for expenditures or an on-site review may be required by state agency staff.
- Communication – Review and share contracts/provider lists/information with other divisions and partner agencies to maximize resources. (See communication policy for more details.)
- Budget revisions/amendments – Staff review contractor requests for revisions/amendments to ensure compliance with the approved contract and submitted budget. The state agency may request budget revisions/amendments as a result of any of the above.
- System Access – Staff review information in systems within CD and with other agencies. These may include MOHSAIC (child care licensing), FACES, and/or FAMIS. These systems should be checked for all applicable programs at the beginning of the contract year, prior to monitoring, and at the end of the contract year with printouts from the systems filed by date.

On-Site Monitoring:

Preparation:

- Review all materials from desk monitoring for the period being monitored.
- Schedule on-site reviews with contractors giving a minimum of 30 days notice unless circumstances indicate immediate monitoring.
- Complete and submit monitoring schedule to supervisor every 6 months.

- Send monitoring tool, notice, request any information that is needed from the contractor, or specific records to be checked prior to the monitoring. (This could include but is not limited to staff names and Social Security Numbers) Notification will be sent to the contractor on letterhead by e-mail, mail, or fax.
- Request any information from other divisions or partner agencies. (This could include but is not limited to scheduling a time for a child care license review, or results of a compliance review, PARS/Trainer Registry information, Secretary of State's Office business compliance, etc.)
- Provide contractor consultation within one week prior to the on-site monitoring.

On-Site Activities:

- Travel to site.
- Tour facility.
- Conduct entrance overview/discussion.
- Interview appropriate staff (this could include sub-contractors) on how the program works in that community.
- Complete the programmatic and fiscal monitoring tool and review supporting documentation with appropriate staff.
- Compare expenditure reports to ledger kept on site.
- Staff may decide to tour a partner facility or sub-contractor facility while in the area.
- Conduct exit discussion/overview of the monitoring.
- Travel back to base.

Follow-Up:

- Gather additional information as identified by the monitoring.
- Share any identified concerns with other divisions and relevant partner agencies.
- Contractors in good standing will receive official notice within 30 days on letterhead by e-mail, mail, or fax. Contractors requiring a corrective action plan must be notified within 10 business days of the monitoring.

Corrective Action:

- Corrective action plans must be received from the contractor within 10 business days of the request. Upon approval of the corrective action plan by the state agency, the contractor will update the state agency bi-weekly with progress. The correction must be completed within the approved timeframe. If this is not completed the state agency will discuss identified obstacles to determine whether or not an additional extension is warranted.
- On site monitoring verifying corrections were made will occur within 90 days of correction being completed, unless desk monitoring of supporting documentation can verify the correction.
- The state agency will submit a letter on letterhead requesting funding be returned if it is determined that the contractual requirements will not be met. The returned funding amount will be dependent upon the funding award and actual services provided during the reviewed contract period.
- Returned funding will be tracked and forwarded to DBF to be credited to appropriate fund code.
- On site monitoring will occur in the next fiscal year for anyone who successfully completes a corrective action plan in the current year.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other. Describe		
Track the \$25,000 report. Analyze and make recommendations for potential audits on identified providers.		
Monitor the FOL with 10+ children report. Analyze and make recommendations for potential audits on identified providers. Ensure follow up with FSD field staff on relationship verification to the provider, if missing. If provider is noncompliant CCPRU will take the necessary action.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FOL with 10+ report indentifying providers with more than 10 children.		
None	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe:

Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))

The Child Care Assistance data is housed in the same information system and the TANF program. Data is shared across programs lines as needed to support and improve program outcomes. Information is shared with the CACFP program as it relates Welfare Investigation Unit reports, provider payment, child care authorizations and claimed attendance.

Review of attendance or billing records

Child care provider records are reviewed during internal audits and fraud investigations. Child Care Provider Relations Unit (CCPRU) staff review attendance and billing records for accuracy for registered family home providers. CCPRU staff may request attendance records at anytime from a contracted provider to review payment accuracy.

Audit provider records

Child care provider records are reviewed during payment processing by Child Care Provider Relations staff for billing accuracy.

Train staff on policy and/or audits

Staff is provided case reference guides, online child care training and in-person training which supports program integrity and accountability. Prior to audits, staff are informed of audit expectations and provided a file checklist prior to submission. Audit findings are shared with staff through various communications.

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error? Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:			
The lead agency meets bi-monthly with the Department of Health and Senior Services, Section for Child Care Regulation and the Child and Adult Care Food Program. Participating agencies exchange information on provider issues that impact program integrity.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Division of Legal Services (DLS), Welfare Investigation Unit investigates child care fraud referrals. The DLS Collections Unit works with program staff to collect over payments. This is an area that continues to evolve.			
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe:

Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement)

- The lead agency meets bi-monthly with the Department of Health and Senior Services, Section for Child Care Regulation and the Child and Adult Care Food Program. Participating agencies exchange information on provider issues that impact program integrity.

Recover through repayment plans

- Clients and child care providers may enter into a repayment agreement to repay any over payments.

Reduce payments in the subsequent months

- Child care provider payments may be recouped from each payment at 10% for non-fraud related over payments and at 20% for fraud related over payments.

Establish a unit to investigate and collect improper payments

- *The Division of Legal Services (DLS), Welfare Investigation Unit investigates child care fraud referrals. The DLS Collections Unit works with program staff to collect over payments. This is an area that continues to evolve.*

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- ☐ None
- ☒ Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified

After an appeal notice (adverse action) has been issued, the individual shall be provided a fair hearing upon request. Individuals have 90 days to request a hearing.

☒ Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified

Child Care providers are provided written notice when disqualified from participation in the Child Care Assistance Program. This is an area that Missouri continues to review and expand.

☒ Prosecute criminally

☐ Other.

Describe.

The Division of Legal Services, Welfare Investigation Unit (WIU), coordinates and facilitates fraud cases for referral to the local Prosecuting Attorney (PA). If the case is accepted, WIU will work with the PA to prosecute the case.

1.3.6 Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
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<p>1. Build case reviews into the overall child care assistance program. Reviews should be conducted monthly for quality assurance purposes.</p> <p>2. Use the final error rate as a benchmark for program improvement.</p> <p>3. Review child care manual for policy changes to support program improvement and practice.</p> <p>4. Share the review information with the Family Support Division leadership, field support staff and training unit.</p> <p>5. Partner with other public assistance programs for case reviews occurring in the field. Consideration should be given to including child care to current Case Review System and tying systems together to track fraud on the eligibility side.</p> <p>6. Review the client CARS systems to determine collection of child care client claims. Strategize ways to collect on outstanding client claims.</p> <p>7. Conduct internal discussions on how to tie the eligibility review with the provider reviews to have a comprehensive system review.</p> <p>8. Conduct a focus group in St. Louis area with CD and FSD staff to determine strategies to increase proper child care authorizations.</p>	<p>Missing and Insufficient documentation was a primary cause for errors.</p>	<p>1. An initial meeting was held on June 3, 2010 to discuss the Error rate findings with the Family Support Division and the inclusion of child care in the current case review system. Additional meetings will be held as needed.</p> <p>2. The Childrens Division will be sharing this information with field staff from the Childrens Division and Family Support Division. The Children's Division will be track errors with the implementation of a case review system.</p> <p>3. The Childrens Division continues to revise the Child Care Manual to support program improvement and practice.</p> <p>4. The initial meeting was shared with the Family Support Division leadership, prior to the submission of the ACF-402 (June 2010). Since then Childrens Division has had several meetings with the Family Support Division to strategize how to improve field practice.</p> <p>5. See Item 1 Response.</p> <p>6. The Childrens Division has participated in a Departmental Accounts Receivable Workgroup to address review and make recommendations on improving the collections of Department of Social Services programs as a whole. The final report was provided to DSS Executive Management in February, 2011. Some of the recommendations are in the process of being implemented.</p> <p>7. This is a long term strategy that is dependent on the</p>	<p>1. 2. This will be completed by 11/1/2011.</p> <p>3. On going.</p> <p>4. This item will be fully completed by 11/1/2011.</p> <p>5. This is in progress. On July 27, 2011, the other public assistance program will be providing the Children's Division with a walkthrough of the existing case review system.</p> <p>6. To be determined.</p> <p>7. To be determined.</p> <p>8. Ongoing.</p>
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		<p>implementation of an effective client review case process.</p> <p>8. On June 28, 2011, Children's Division staff met with Family Support Division policy liaison staff in the St. Louis area to discuss child care program and policy issues impacting the St. Louis region. This meeting was to lay the ground work for future meetings for continuous program improvement efforts. On July 6, 2011, Children's Division met with the Family Support Division Training Unit to begin the development of Case Reference Guide for staff and the development of online child care training for Eligibility Specialist and Supervisors.</p>	
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1.4 Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1 Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
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<input checked="" type="checkbox"/> Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	State Advisory Council (SAC)/ Coordinating Board for Early Childhood (CBEC) consists of state and local government representatives. The Missouri CCDF State plan was presented to the SAC/CBEC. SAC/CBEC provided public comment as well as information to the Lead Agency to inform the development of the state plan.
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.	
<input checked="" type="checkbox"/> State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.	The state plan was written with input from the Department of Elementary and Secondary Education, Early Childhood. They oversee our state funding Pre-K programs, the Missouri Preschool Project. The Memorandum of Understanding (MOU) between DSS and DESE addresses the exchange of information for programs receiving funding by either department. This MOU also addresses how funding from DSS for school-age programs will be utilized. The DSS quality manager sits on the board of the Missouri After-School Network. DSS also has a communication policy in relation to working with outside entities and what information must be exchanged.
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	Department and Secondary Education First Steps: The state child care administrator is a standing member of the Missouri's State Interagency Coordinating Council, which is the advisory board for First Steps. First Steps is the Part C agency for the state.
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	Through a Memorandum of Understanding with the Department of Health and Senior Services, the lead agency maintains a close working relationship with the state's licensing agency.
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	SAC/CBEC consists of state and local government representatives, including the state Head Start Collaboration Director. The Missouri CCDF State plan was presented to the SAC/CBEC. SAC/CBEC provided public comment as well as information to the Lead Agency to inform the development of the state plan.

<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	SAC/CBEC consists of state and local government representatives, including the state Head Start Collaboration Director. The Missouri CCDF State plan was presented to the SAC/CBEC. SAC/CBEC provided public comment as well as information to the Lead Agency to inform the development of the state plan.
<input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	Through our Memorandum of Understanding with the Department of Elementary and Secondary Education, the lead agency is a member of the Missouri Afterschool Network.
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	Through a Memorandum of Understanding with the Department of Health and Senior Services, the lead agency maintains a close working relationship with the state's CACFP program.
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The state child care administrator is a member of the steering committee for the Department of Health and Senior Services, Home Visitation project funded through the federal Affordable Care Act.
<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	SAC/CBEC consists of state and local government representatives, including the Department of Mental Health and the Department of Health and Senior Services. The Missouri CCDF State plan was presented to the SAC/CBEC. SAC/CBEC provided public comment as well as information to the Lead Agency to inform the development of the state plan
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	The CCDF program is housed within the Children's Division, which is Missouri's child welfare agency.
<input type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	
<input type="checkbox"/> State/Territory agency responsible for employment services/workforce development	
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The Child Care Assistance program consults with the Temporary Assistance for Needy Families program on child care program policy to ensure access to child care services.

<input type="checkbox"/>	Indian Tribes/Tribal Organizations	
<input checked="" type="checkbox"/>	N/A: No such entities exist within the boundaries of the State	
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	Through our Memorandum of Understanding with the Department of Elementary and Secondary Education, the lead agency is a member of the Missouri Afterschool Network.
<input type="checkbox"/>	Provider groups, associations or labor organizations	
<input type="checkbox"/>	Parent groups or organizations	
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	SAC/CBEC consists of state and local government representatives, including Child Care Aware® of Missouri. The Missouri CCDF State plan was presented to the SAC/CBEC. SAC/CBEC provided public comment as well as information to the Lead Agency to inform the development of the state plan.
<input type="checkbox"/>	Other	

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §§98.14(C)). At a minimum, the description should include:

a) Date(s) of notice of public hearing: 04/20/2011

Reminder - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? The Children's Division shared information with the state resource and referral agencies, community partnerships, United Way and other local stakeholders. Notice of Public Notice of public hearing was posted on the DSS internet home page on April 20, 2011 and on the message board for those who submit attendance through the Child Care Online Invoicing System. Additionally, the public hearing information was made available to community partnerships and stakeholders.

c) Date(s) of public hearing(s): 05/17/2011

Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).

d) Hearing site(s) Springfield, St. Louis, Kansas City, Columbia, Cape Girardeau, Portageville, Independence, Rolla, West Plains, Poplar Bluff, and St. Joseph

- e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [DSS internet home page at](http://www.dss.mo.gov/cd/childcare/)<http://www.dss.mo.gov/cd/childcare/> and shared with partner agencies. Paper copies are made available upon request.
- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Public comment is provided at all public hearings. All comments are compiled and reviewed prior to plan submission.](#) 1.4.2 a) May 17, May 19, May 24 and May 26, 2011.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

1.4.3. Describe:

[The lead agency uses both a public and teleconference hearing format to expand its outreach to the public.](#)

[See 1.4.2\(b\) for more detail.](#)

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

Definition - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to:</p> <p><input checked="" type="checkbox"/> representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>The DSS coordinates with the Department of Health and Senior Services (DHSS) who oversees Health Consultants across the state to provide training and technical assistance to all child care programs around health issues. The DSS Quality Manager sits on the Child Care Health Consultation Advisory Council. Missouri has 20 Community Partnerships across the state, DSS coordinates with them by working with them to help ensure services that meet the specific needs of their community can be made available. DSS, Early Childhood works with 11 of these partnerships to implement early childhood programs in their communities. Many of the Community Action Agencies in Missouri are also Head Start/Early Head Start grantees either with state funding or federal funding. The DSS coordinates with these agencies to provide trainings in communities and to provide Early Head Start services within community partner sites.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>The goals of this coordination is to increase greater accessibility and availability to higher quality care for children and greater accessibility and availability of higher quality training and technical assistance to child care programs.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required) This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DSS coordinates with DESE on early childhood grants to school districts along with school-age grants, through an MOU with them. The DSS Quality Manager sits on the Missouri Afterschool Network board. This MOU also provides grants to vocational schools for Child Development Associate Systems a member of the DSS early childhood quality staff sits in on evaluation of these annually.</p>	<p>The goals of this coordination is to increase the availability and accessibility of high quality child care, in addition to high quality education for professionals.</p>
<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>Child Care Aware® of Missouri is our resource and referral agency and DSS coordinates with them by being a part of a partner group working on data exchanges and by working with them to ensure training is available statewide and is of high quality. The DSS Educare program sits within Universities or Community Partnerships and we coordinate with them to provide technical assistance and training to our registered family home child care providers.</p>	<p>The goal of this coordination is to increase accessibility and availability of higher quality training and technical assistance to child care programs across the state.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for public health (required) This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health	DSS provides funding to support the delivery of Health Consultation services through a Memorandum of Understanding (MOU) with the Department of Health and Senior Services (DHSS); DSS serves on the state steering committee for ECCS to strategize how to coordinate early childhood services throughout all state child serving agencies. The ECCS plan is merged with the state strategic plan for the State Early Childhood Advisory Council.	The goal is to assist in improving the outcomes for children through an early childhood system.
<input checked="" type="checkbox"/>	State/Territory agency responsible for employment services / workforce development (required)	The Child Care Program has worked cooperatively with the Temporary Assistance Program and the Missouri Works Assistance program to enhance care policy for field support staff in order to support the TA program in meeting its work participation rate of 50%.	The goal is to assist TA families in having access to child care, while supporting the TA program in meeting its work participation rate of 50%.
<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)	The Child Care Program has worked cooperatively with the Temporary Assistance Program and the Missouri Works Assistance program to enhance care policy for field support staff in order to support the TA program in meeting its work participation rate of 50%.	The goal is to assist TA families in having access to child care, while supporting the TA program in meeting its work participation rate of 50%.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery			

<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)	<p>Department of Health and Senior Services, Section for Child Care Regulation to continue discussion and efforts to support provider participation , education and compliance.</p> <p>DSS works closely with the child care licensing agency to identify and investigate potentially fraudulent situations.</p>	<p>The goal is continue to support provider professional development and compliance so they can provide quality child care and support families in moving toward self sufficiency.</p>
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	<p>The Coordinating Board for Early Childhood (CBEC) was established in state statute to provide guidance and coordination of early childhood services throughout the state. DSS is a permanent standing representative on the CBEC. CBEC is designated as the State Early Childhood Advisory Council.</p> <p>DSS is a member of the state advisory council for the Head Start State Collaboration Office.</p>	<p>The goal is to serve as the public/private entity for coordinating a cohesive system of early childhood programs and services that will result in the healthy development of, and high quality education for, all Missouri children from birth through age five (5).</p>
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	<p>The Coordinating Board for Early Childhood (CBEC) was established in state statute to provide guidance and coordination of early childhood services throughout the state. DSS is a permanent standing representative on the CBEC. CBEC is designated as the State Early Childhood Advisory Council; DSS is a member of the state advisory council for the Head Start State Collaboration Office. The Coordinating Board for Early Childhood (CBEC) was established in state statute to provide guidance and coordination of early childhood services throughout the state. DSS is a permanent standing representative on the CBEC. CBEC is designated as the State Early Childhood Advisory Council.</p> <p>DSS is a member of the state advisory council for the Head Start State Collaboration Office.</p>	<p>The goal is to serve as the public/private entity for coordinating a cohesive system of early childhood programs and services that will result in the healthy development of, and high quality education for, all Missouri children from birth through age five (5).</p>
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	<p>The DSS coordinates with the Child and Adult Care Food Program (CACFP) to continue discussion and efforts to support provider participation in both programs and compliance.</p> <p>DSS works closely with the Child and Adult Care Food Program to identify and investigate potentially fraudulent situations. Also, DSS shares CACFP information with its provider population.</p>	<p>The goal is to share information and investigate situations jointly to ensure program integrity and accountability.</p>

<input type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to:</p> <p>State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>		
<input type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>		

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>The Children's Division, Early Childhood and Prevention Services Section continues its efforts to embed the philosophies of high quality early care and education into the practices of child well being and the prevention of child abuse/neglect.</p> <p>The Children's Division has enhanced the Family-Centered practice model for child welfare children by incorporating the Strengthening Families approach which assesses protective factors for families in their homes and communities. This begins by shifting the focus from family risks and deficits to family strengths and resiliency and embeds effective prevention strategies into existing systems.</p> <p>The Early Childhood and Prevention Services Section coordinates program activities with child welfare through a strengthening families approach which addresses:</p> <p>appropriate child care for protective services children, back ground screening requirements for child care providers as well as foster care providers, payment processes for child care providers of protective services children, and most critically, child abuse/neglect prevention services.</p> <p>The Early Childhood and Prevention Services Section in coordination with child welfare completed the development of its interface with the Family and Children Electronic System (FACES) and the Family Assistance and Management Information System (FAMIS) which is supported by the Family Support Division (FSD). This system interface provides child welfare workers with enhanced features in determining eligibility and authorizing child care for children receiving services through the child welfare system. This interface streamlines the child care system by allowing eligibility, authorizations, and child care providers to be paid through one system, thus improving the accountability of the child care program. The interface was implemented on August 1, 2010.</p>	<p>The goals of this coordination is to increase greater accessibility and availability to higher quality care for child welfare children and provide concrete supports to strengthen families .</p>
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<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21		
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	The DSS coordinates with the Resource and Referral agency to provide referrals to families along with training and technical assistance to child care programs. This is done by contracting with them for these services and with regular communication with them. The DSS Educare programs mentioned above are also done with local community organizations and we coordinate with them through our contract with them and with regular ongoing communication. Improvements and changes are made at least annually to this program with input from the providers at the community level.	The goals of this coordination are the same as listed above for these organizations but would also include better access of high quality care for families searching for child care.
<input type="checkbox"/>	Provider groups, associations or labor organizations		
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

☒ Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):

The State Advisory Council/Coordinating Board for Early Childhood.

b)

Describe the age groups addressed by the plan(s):

[Pre-birth to 8, with some youth development.](#)

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

☒ Yes

☐ No

d)

Provide a web address for the plan(s), if available:

<http://dss.mo.gov/cbec/>

☐ No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

☒ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

[Under Missouri statute, the Children's Services Commission is established to serve as a statewide advisory body on all children's issues. The Coordinating Board for Early Childhood \(CBEC\) was established as a subsidiary of the Children's Services Commission in 2004, members were appointed in 2006. The CBEC has a responsibility to coordinate services for families and children up to age 5.](#)

☒ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

[The CBEC is designated as Missouri's State Early Childhood Advisory Council. As a result of this designation, CBEC has expanded its focus through age 8. However, certain activities within CBEC extend to include youth development.](#)

☐ Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

☐ Other

Describe

☐ None

1.5.4 Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

☒ Yes .

If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership:

The Department of Social Services continues to be involved in projects that develop and strengthen public-private partnerships around early childhood issues, including meeting child care needs, improving early learning experiences, and strengthening family relationships.

- The Early Childhood Coordinating Board focuses on the advancement of an early childhood system in the state. One of the expected results of this board is to increase awareness and leverage public and private support for early childhood efforts. The Board has a statutory charge to create a statewide system of care for children.
- The state continues to partner with TEACH to bring educational opportunities to child care professionals. TEACH is offered in limited areas in the state with at least one location operating the program as a public-private partnership through matched funding by local private businesses.
- There are twenty Caring Community Partnerships throughout the state whose purpose is to improve outcomes for children and families. These entities create collaborations locally and partner with the state to maximize resources and achieve specified results. The partnerships are publicly funded through the Department of Social Services and have a strong focus on early childhood activities. One expected result is to have community ownership and involvement in early childhood issues.
- The Child Care Aware® of Missouri promotes business involvement by providing technical assistance to the business community on developing and/or supporting child care programs for employees. The intent is to encourage business involvement to assist in increasing the capacity for child care that supports working families.

☐ No

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address

preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:
http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

☐ **Developed.** A plan has been developed as of **[insert date]:** and put into operation as of **[insert date]:** , if available. Provide a web address for this plan, if available:

☐ **Other.**
Describe:

Missouri will have an emergency preparedness plan in place by June 30, 2012. Missouri will work with other Departments such as the Department of Health and Senior Services, Department of Mental Health, the State Emergency Management and Child Care Aware of Missouri in the development of its plan.

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

- ☒ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☒ Provision of temporary child care services after a disaster
- ☐ Rebuilding child care facilities and infrastructure after a disaster
- ☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

Eligibility rules and policies (e.g., income limits) are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Sliding fee scale is set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Payment rates are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.
Describe:

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities
Who determines eligibility?
Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

Agency (Check all that apply)

- ☒ CCDF Lead Agency
☒ TANF agency
☐ Other State/Territory agency.

Describe:

- ☐ Local government agencies such as county welfare or social services departments
☐ Child care resource and referral agencies
☐ Community-based organizations
☐ Other.

Describe:

Who assists parents in locating child care (consumer education)?

Agency (Check all that apply)

- ☐ CCDF Lead Agency
☐ TANF agency
☐ Other State/Territory agency.

Describe:

- ☐ Local government agencies such as county welfare or social services departments
☒ Child care resource and referral agencies
☐ Community-based organizations
☐ Other.

Describe:

Who issues payments?
Agency (Check all that apply)
<input checked="" type="checkbox"/> CCDF Lead Agency
<input type="checkbox"/> TANF agency
<input type="checkbox"/> Other State/Territory agency.
Describe:
<input type="checkbox"/> Local government agencies such as county welfare or social services departments
<input type="checkbox"/> Child care resource and referral agencies
<input type="checkbox"/> Community-based organizations
<input type="checkbox"/> Other.
Describe:
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)
Direct payment to the child care provider is the preferred method of payment. Payment can be issued by paper check or direct deposit. Also, reimbursement to the parent is available and these payments can be issued by paper checks or direct deposit. Missouri does not issue cash payment.
Other. List and describe:
Quality. The CCDF Lead Agency administers quality.

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- ☒ CCDF Lead Agency
 - ☒ TANF offices
 - ☒ Other government offices
 - ☒ Child care resource and referral agencies
 - ☒ Contractors
 - ☐ Community-based organizations
 - ☐ Public schools
 - ☒ Internet
- (provide website): <http://www.dss.mo.gov/cd/childcare/>
- ☒ Promotional materials

- ☐ Community outreach meetings, workshops or other in-person meetings
- ☐ Radio and/or television
- ☒ Print media
- ☐ Other.

Describe:

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
- ☒ By mail
- ☒ By Phone/Fax
- ☐ Through the Internet

(provide website):

- ☐ By Email
- ☐ Other.

Describe:

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

The DSS contracts with the resource and referral agency, Child Care Aware® of Missouri to provide via phone or on-line search, information and consumer education to individuals of all income levels as they select the best child care options for their child, their work locations/schedules, and their family's needs. (This includes referral to the DSS Family Support Division for child care subsidy and MoHealthNet for Kids). They ensure that low income families are well-informed about and assisted in finding high quality child care arrangements appropriate for the child. They make printed materials for all families available at approximately 6th to 8th grade reading levels.

Child Care Aware® of Missouri provides a consumer education information packet to all families who call or come into an affiliated office for child care information. The packet includes:

- 1.Information on indicators of quality child care;
- 2.Range of child care cost;
- 3.Child care options available (types of facilities, licensed, license exempt, unlicensed, registered, accredited, etc.);
- 4.Information regarding other family or child care-related issues;
- 5.Information on child care assistance programs;
- 6.Information regarding inclusion of children with special needs;
- 7.Information regarding MoHealthNet health insurance programs;
- 8.Information regarding the DSS child care subsidy program.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

Child care providers who are accredited by a DSS recognized accrediting body receive a 20% rate enhancement.

The DSS through state funding provide Start-Up and Expansion dollars to programs to start-up or expand an existing facility. To receive these dollars programs must agree to serve DSS subsidized children along with attending several professional development activities and have an outside evaluator assess their program. There are minimum education requirements for directors and lead teachers in the classrooms added with this funding. The professional development activities include required state approved trainings for lead teachers.

Programs working towards accreditation may receive technical assistance and training through our Accreditation Facilitation program. These programs must be serving DSS subsidized children and must be moving forward in quality to continue to receive the assistance. In state fiscal year 2012 these programs will be assessed by a centralized assessment system with the University of Missouri to have better information for goal setting to show movement towards quality.

2.2.5. How will the Lead Agency promote access to the CCDF subsidy program?

Check the strategies that will be implemented by your State/Territory.

- ☒ Provide access to program office/workers such as by:
- ☐ Providing extended office hours
- ☒ Accepting applications at multiple office locations
- ☐ Providing a toll-free number for clients
- ☐ Other.

Describe:

- ☒ Using a simplified eligibility determination process such as by:
 - ☐ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
 - ☒ Developing a single application for multiple programs
 - ☒ Developing web-based and/or phone-based application procedures
 - ☒ Coordinating eligibility policies across programs.

List the program names: [TANF](#), [Food Stamps](#) and [Medicaid](#)

- ☒ Streamlining verification procedures, such as linking to other program data systems
- ☒ Providing information multi-lingually
- ☒ Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time: [30 days](#)

☐ Other.

Describe:

☐ Other.

Describe:

☐ None

2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Provide CCDF assistance during periods of job search.

Length of time: [30 days](#)

- ☒ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☐ Synchronize review date across programs

List programs:

- ☒ Longer eligibility re-determination periods (e.g., 1 year).

Describe:

[One \(1\) year.](#)

- ☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.

Describe:

- ☐ Extend periods of eligibility for school-age children under age 13 to cover the school year.

Describe:

- ☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment

- ☐ Targeted case management to help families find and keep stable child care arrangements

- ☐ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year

- ☐ Other.

Describe:

- ☐ None

2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Application in other languages
- ☒ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☒ Bilingual caseworkers or translators available
- ☐ Other.

Describe:

- ☐ None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered :

The Child Care Assistance Application is available in Spanish and English. Staff working with non-English speaking families may use a translator or other bilingual staff to translate for the family. The Family Support Division does have a contract with Language Select for translation services. Language Select provides interpretations in 200 languages.

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☐ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ CCDF health and safety requirements in non-English languages
- ☐ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available
- ☐ Other.

Describe:

☐ None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered:

Staff working with non-English speaking providers may use a translator to translate for the provider. The Children's Division does have a contract with Language Select for translation services. Language Select provides interpretations in 200 languages.

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available:

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Valid driver's license, and social security card. This information is documented in the Family Assistance Management Information System (FAMIS).
<input type="checkbox"/> Household composition	Household composition is self declared by the applying household member.

<input checked="" type="checkbox"/> Applicant's relationship to the child	View acceptable verifications such as birth certificates, Birth Name Inquiry (IBTH) screen, court orders, or other relationship documentation, such as hospital records, family Bible documentation, or as a last resort, third party verification. Accept the household's statement of relationship when other sources of verification are not available. IBTH is an automated verification of relationship for children accessible to staff for children born in Missouri. This information is documented in the Family Assistance Management Information System (FAMIS).
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	View acceptable verifications such as birth certificates, Birth Name Inquiry (IBTH) screen, court orders, or other documentation, such as hospital records, family Bible documentation, or as a last resort, third party verification. IBTH is an automated verification of relationship for children accessible to staff for children born in Missouri. This information is documented in the Family Assistance Management Information System (FAMIS).
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Letter from employer, phone contact, wage stubs, Employment History (IMES) screen, and through the Work Number. The Work Number is a service of TALX Corporation that provides an automated process to handle employment verifications. This information is documented in the Family Assistance Management Information System (FAMIS).
<input checked="" type="checkbox"/> Income	Wage stubs, IMES, and through the Work Number. The Work Number is a service of TALX Corporation that provides an automated process to handle employment verifications. This information is documented in the Family Assistance Management Information System (FAMIS).
<input type="checkbox"/> Other. Describe:	

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

☒ Time limit for making eligibility determinations.

Describe length of time [15 days](#)

☒ Track and monitor the eligibility determination process

☐ Other.

Describe

☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

☐ Yes.

☒ No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act. In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [The Department of Social Services Family Support Division and the lead agency.](#)

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": [Appropriate child care in formal and informal settings includes: Child care that is consistently available; Child care that is available during the participant's hours of employment, education, training, and/or work activity; Child care that addresses the specialized needs of the child. For example, a child with a disability; Child care that is developmentally and age appropriate. This determination will be based on the information provided by the parent when demonstrating that the care available to them does not meet the developmental and/or age appropriate skills of their child; Child care by a full time, year round, primary provider who is at least eighteen \(18\) years of age. Child care by a provider who has undergone a Child Abuse and Neglect background screening and a Tuberculosis test. Child care is provided in a residence which has running water, electricity, a safe source of heat, meets any local housing code standards, and a working telephone is accessible to the provider either in the provider's residence or within reasonable proximity of the residence.](#)

- "reasonable distance": [Reasonable Distance A determination of whether child care is within a reasonable distance should include, but not be limited to, the following factors: 1\) When the participant has no independent transportation, they can be expected to use public transportation if: It is available at the appropriate time for the participant's schedule of work or work participation activity; It is not cost prohibitive for the participant; and, The time involved in getting to public transportation, child care, and then to work is reasonable in relation to the participant's actual hours of work or work participation activity. 2\) If the participant has an independent means of transportation, the transportation must include the following: The vehicle or other transportation is reliable; The recipient is able to afford the](#)

transportation costs, including the costs involved in maintaining and ensuring the reliability of the transportation. The commuting time from the individual's home to their child care provider and their work site (or work participation activity) is no more than an hour each way.

- "unsuitability of informal child care": Families are not required to accept care with providers who are not licensed or registered. There are certain circumstances that may exist that will deem a child care provider as "inappropriate" or "unsuitable" to a parent. Examples of such care are as follows: - Child care provided by religious-exempt facilities when the parent states it infringes upon the family beliefs. - Child care provided by any caregiver when the parent states that their child is at risk of abuse and neglect.
- "affordable child care arrangements": Available child care is affordable when the cost of care does not exceed ten percent (10%) of a family's gross income less medical insurance premiums. This ten percent (10%) includes any sliding fee a family is required to pay. This ten percent (10%) does not include federal, state, or local child care subsidy.

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- ☒ In writing
☒ Verbally
☐ Other.

Describe:

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

residing with -

Living in the same physical residence or, in the case of a parent who is temporarily out of the home due to illness or injury, maintaining care and custody.

in loco parentis -

A specified relative or legal guardian maintaining care and control of the child.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from birth weeks to 13 years (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is up to age 19.

Provide the Lead Agency definition of *physical or mental incapacity* -

Physical or mental incapacity as certified by a physician or psychologist or by receipt of SSI or Social Security Disability.

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is up to age 19.

☐ No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define "working" for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder - Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))
working-

Employment at a job or trade for which wages are received in compensation for services rendered.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

attending job training or educational program -

attending(a job training or educational program; include minimum hours if applicable) -Attending as necessary to maintain satisfactory progress, as defined by the institution or job training program.

job training and educational program- A program whose ultimate goal is that the participant will be employable and will have the skills necessary to become self-sufficient.

☐ No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services?
(§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note - If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

protective services

Services available to prevent or remedy child abuse and neglect. This includes children in the custody of the Children's Division placed in Foster Care or guardianship placements, or receiving services through the Family Centered Services, Intensive In-home Services, and Adoption Subsidy programs.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income

eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- ☒ Yes,
☐ No.

2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

income -

Very low income is defined as households whose income does not exceed 15% of the State Medium Income. Very low-income households pay \$1.00 per year sliding fee.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- ☒ Adoption subsidies
- ☒ Foster care payments
- ☐ Alimony received or paid
- ☐ Child support received
- ☐ Child support paid
- ☐ Federal nutrition programs
- ☐ Federal tax credits
- ☐ State/Territory tax credits
- ☐ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☒ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☐ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☐ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☐ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☐ Other types of income not listed above:

N/A

☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- ☒ Children under age 18
☒ Children age 18 and over - still attending school
☒ Teen parents living with parents
☒ Unrelated members of household
☐ All members of household except for parents/legal guardians
☐ Other.

Describe:

N/A

☐ None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

			IF APPLICABLE	
			Income Level if lower than 85% SMI	
Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	3043	2587	\$1,212	40%
2	3979	3382	\$1,584	40%
3	4916	4179	\$1,960	40%
4	5853	4975	\$2,333	40%
5	6789	5771	\$2,704	40%

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☒ Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below**:

Note: This information can be included in the table below.

Effective July 1, 2008, Missouri implemented a Transitional Child Care (TCC) program. Active child care households whose income increases causing them to exceed the current 127% maximum child care income eligibility limit, may continue to receive child care benefits at 75% of the full subsidy amount until their income reaches 139% of the Federal Poverty Level (FPL). All other eligibility criteria remain the same.

☐ No.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1	3043	2587	1327	44
2	3979	3382	1734	44
3	4916	4179	2145	44
4	5853	4975	2553	44
5	6789	5771	2960	44

f) SMI Year 2009 and SMI Source Census Bureau

g) These eligibility limits in column (c) became or will become effective on:
December, 2009

2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- ☐ 6 months
☒ 12 months
☐ 24 months
☐ Other.

Describe:

☐ Length of eligibility varies by county or other jurisdiction.
Describe:

b) Is the re-determination period the same for all CCDF eligible families?

☒ Yes.

☐ No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

☐ Families enrolled in Head Start and/or Early Head Start Programs.
Re-determination period:

☐ Families enrolled in pre-kindergarten programs.
Re-determination period:

☐ Families receiving TANF.
Re-determination period:

☐ Families who are very-low income, but not receiving TANF.
Re-determination period:

☐ Other.
Describe:

c) Does the Lead Agency use a simplified process at re-determination?

☒ Yes.

If yes, describe:

Families receive notification through mail 45 days prior to the expiration of their child care benefits.
Families then resubmit the necessary documentation to redetermine eligibility.

☐ No.

2.3.7. Waiting Lists

Describe the Lead Agency's waiting list status. Select **ONE** of these options.

☒ Lead Agency currently does not have a waiting list and:

- ☒ All eligible families *who apply* will be served under State/Territory eligibility rules
- ☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules

☐ Lead Agency has an active waiting list for:

- ☐ Any eligible family who applies when they cannot be served at the time of application
- ☐ Only certain eligible families.

Describe those families:

☐ Waiting lists are a county/local decision.

Describe:

☐ Other.

Describe:

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

Families upon receiving an appeal (action) notice have 90 days to request a hearing. This information is provided on the appeal (action) notice, along with information for their local legal services office and a hearing request form. Families are to submit this information to their Local Family Support Division.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.

The attached sliding fee scale was or will be effective as of: [December, 2009](#)

2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?

- ☒ Yes
☐ No.

If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

2.4.3. What income source and year will be used in creating the sliding fee scale?
 (658E(c)(3)(B)) Check only one option.

- ☐ State Median Income,
 Year:
☒ Federal Poverty Level,
 Year: 2009
☐ Income source and year varies by geographic region.
 Describe income source and year:
☐ Other.
 Describe income source and year:

2.4.4. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

- ☒ Fee as dollar amount and
 ☒ Fee is per child with the same fee for each child
 ☐ Fee is per child and discounted fee for two or more children
 ☐ No additional fee charged after certain number of children
 ☐ Fee per family
☐ Fee as percent of income and
 ☐ Fee is per child with the same percentage applied for each child
 ☐ Fee is per child and discounted percentage applied for two or more children
 ☐ No additional percentage applied charged after certain number of children
 ☐ Fee per family
☐ Contribution schedule varies by geographic area.

Describe:

☐ Other.

Describe:

If the Lead Agency checked more than one of the options above, describe:

2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☐ Yes,
and describe those additional factors:

☒ No.

2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select **ONE of these options.**

Reminder - Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is:

☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

The Lead Agency waives the fee for the following families:

Protective services children, families where a parent is incapacitated, and special needs children do not pay sliding fees.

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Children with special needs

Provide the Lead Agency definition of *Children with Special Needs*:

A child with a special need is defined as one who is under age 18 or under age 19 but still in high school and who:

- Receives Foster Care payments through DSS;
- Receives Adoption Subsidy payments through DSS;
- Is under court ordered supervision;
- Has a physical or mental incapacity;
- Is eligible for and receiving services under DMH;
- Receives SSI; or
- Is active in Children's Service Protective Service system.

In addition, a child with one or more of the following criteria may also be deemed as 'special needs':

- Specific disability information and characteristics,
- Diagnosed as having developmental disability, health or medical condition due to disability,
- Behavioral or emotional issues, learning disability, or developmental delays

Describe:

Children in families with very low incomes

Provide the Lead Agency definition of *Children in Families with Very Low Incomes*:

Very low income is defined as households whose income does not exceed 15% of the State Medium Income. Very low-income households pay \$1.00 per year sliding fee.

Describe:

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Yes. The time limit is: <div style="border: 1px solid black; padding: 2px;">The period of eligibility is twelve months following approval for services.</div> <input type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <input type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input checked="" type="checkbox"/> Other. Describe: <div style="border: 1px solid black; padding: 5px;"> <p>Children with special needs continue to rank high among our priorities. Payment is allowed for special needs children at their functional age instead of their chronological age. Providers who care for a special needs child may have their base rate of reimbursement enhanced by 25%. Example: A provider caring for a seven year old who functions at age one is paid at the higher infant rate and that rate would be enhanced by 25% above the base infant rate.</p> </div>

Children in families with very low incomes	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Yes. The time limit is: <div style="border: 1px solid black; padding: 2px;">The period of eligibility is twelve months following approval for services.</div> <input type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input checked="" type="checkbox"/> Other. Describe: <div style="border: 1px solid black; padding: 2px;">Families with very low income are required to pay a sliding fee of \$1.00 per year as their portion of the child care cost. Families with income slightly higher will pay a sliding fee based on their income and household size.</div>
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2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- ☒ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
☐ Waive fees (co-payments) for some or all TANF families who are below poverty level
☐ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
☐ Other.

Describe:

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))
 Reminder - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Term(s) - Definition(s)

Describe:

Teen Parent - Jr. High/High School teens who are parents and who are attending school.

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate.
(658E(c)(2)(A), §98.15(a))

2.6.1. Child Care Certificates

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- ☐ Before parent has selected a provider
☒ After parent has selected a provider
☐ Other.

Describe:

N/A.

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- ☐ Certificate form provides information about choice of providers
☐ Certificate is not linked to a specific provider so parents can choose provider of choice
☒ Consumer education materials (flyers, forms, brochures)
☒ Referral to child care resource and referral agencies
☒ Verbal communication at the time of application
☐ Public Services Announcement
☐ Agency

Website:

- ☐ Community outreach meetings, workshops, other in person activities
☐ Multiple points of communication throughout the eligibility and renew process
☐ Other.

Describe:

N/A

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- ☒ Authorized provider(s)
- ☒ Authorized payment rate(s)
- ☒ Authorized hours
- ☒ Co-payment amount
- ☒ Authorization period
- ☐ Other.

Describe:

N/A

d) What is the estimated proportion of services that will be available for child care services through certificates?

All child care services are only available through certificate minus the parent's share of their child care cost.

2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.

☐ Yes.

If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

N/A

☒ No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☒ Increase the supply of specific types of care
 - ☐ Programs to serve children with special needs
 - ☐ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
 - ☐ Programs to serve infant/toddler
 - ☐ School-age programs
 - ☐ Center-based providers
 - ☐ Family child care providers
 - ☐ Group-home providers
 - ☐ Programs that serve specific geographic areas
 - ☐ Urban
 - ☐ Rural
 - ☒ Other.
- Describe:

Infant/Toddler slots

- ☒ Support programs in providing higher quality services
 - ☐ Support programs in providing comprehensive services
 - ☐ Serve underserved families.
- Specify:

N/A

- ☐ Other.
- Describe:

N/A

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

- ☒ Yes.
 - ☐ No,
- and **identify** the localities (political subdivisions) and services that are not offered:

Child care services are available statewide for families to access.

d) How are payment rates for child care services provided through grants/contracts determined?

Payment rate is determined by the following:

- The provider's county
- The type of facility – Family Home, Group Home, Center
- The age of the child – Infant, Preschool and School-age.
- The number of hours care is provided - Full Time, Part Time, or Half Time

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

100% of child care services.

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31)) Check the strategies that will be implemented by your State/Territory.

- ☐ Signed declaration
- ☐ Parent Application
- ☐ Parent Orientation
- ☒ Provider Agreement
- ☐ Provider Orientation
- ☐ Other.

Describe:

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

- ☐ No
- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care?
Check all limits the Lead Agency will establish.
 - ☐ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
 - ☐ Restricted based on provider meeting a minimum age requirement
 - ☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)
 - ☐ Restricted to care by relatives
 - ☒ Restricted to care for children with special needs or medical condition
 - ☒ Restricted to in-home providers that meet some basic health and safety requirements
 - ☐ Other.

Describe:

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

The Department of Social Services allows for parental complaints to be recorded in the “comments section” of the registered child care provider system. This information is available to applicants upon request.

The Department of Health and Senior Services, Section for Child Care Regulation has regulatory staff, Child Care Facility Specialists, located in District Health Offices throughout the state. These staff members investigate all reports of alleged rule violations. This complaint investigation is mandated by Missouri Revised Statutes, Chapter 210.203, which states, “**Complaints against child care facilities, open records to be kept by department.—The department of health shall maintain a record of substantiated, signed parental complaints against child care facilities licensed pursuant to this chapter, and shall make such complaints and findings available to the public upon request.**” Substantiated complaints are maintained in each licensed and license-exempt child care facility record. These files are available for public review by appointment at any of the District Health Offices where Section for Child Care Regulation staff members are located. Information notifying parents and the public that the files are open for review is included on Section for Child Care Regulation brochures and the educational information provided by the Resource and Referral agencies. Detailed information regarding the complaint process is contained on the Department of Health and Senior Services web site at <http://health.mo.gov/safety/childcare/index.php>.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.

The attached payment rates were or will be effective as of: [July, 2008](#)

2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

☒ Yes.

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

☒ Policy on length of time for making payments.

Describe length of time: [Payment is to be made within 30 days of receipt.](#)

☒ Track and monitor the payment process

☐ Other.

Describe:

☐ None

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): [08/2010](#)

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey as **Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?

☐ Yes

☒ No.

If no, list the MRS year that the payment rate ceiling is based upon: [2006 Market Rate Survey](#)

2.7.6. At what percentile of the most recent local MRS are or will payment rates be set? Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe**:

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

The current payment rate ceiling is defined as the evening/weekend rate. For licensed centers that ceiling is at the 46th percentile for base rate and licensed family homes ceiling is at the 56th percentile. Because of the very limited number of group homes in the state, establishing a percentile for group homes is not representative.

However, these percentiles reflect our base rates only. Missouri provides rate enhancements for providers meeting certain criteria.

- Licensed providers caring for 50% or more state subsidized children receive a 30% disproportionate share enhancement added to their base rate. For example, while the licensed child care center base rate ceiling stands at the 46th percentile at \$27.52 per day, with this 30% enhancement the rate would increase to \$35.78. The 75th percentile equates to \$51.00.
- Providers who become accredited receive a 20% enhancement to their base rate.
- Providers who provide evening and weekend care receive a 15% enhancement to their base rate.
- Special needs children's base rates are enhanced by 25%.

Rate enhancements are cumulative, so in effect, if eligible for the 30% disproportionate share enhancement and the 20% accreditation enhancement, a provider would receive a 50% enhancement to their base rate.

Approximately 23% of Missouri subsidized children are cared for in license exempt registered family home care (Family Friend and Neighbor care) meaning that they are cared for by providers caring for 4 or less unrelated children. These providers are not included in the biennial Market Rate Survey because the rate they agree to receive is the state's rate and does not reflect the market. Because family home providers, caring for four or less unrelated children, are considered legal care in Missouri, there is no method to capture rates of non subsidized providers in this category of care. Therefore, families have access to any 4 or less provider willing to accept the state rate and meet the child care registration requirements.

2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

☒ Differential rate for nontraditional hours.
Describe:

Providers who provide evening and weekend care receive a 15% enhancement to their base rate.

☒ Differential rate for children with special needs as defined by the State/Territory.
Describe:

Special needs children's base rates are enhanced by 25%. This rate enhancement is provided to support the higher level of care needed for special needs children, which includes child welfare children. This rate enhancement is child specific.

☒ Differential rate for infants and toddlers.
Describe:

The rates for infants and toddlers are higher than preschool and school age rates. These rates are higher as a result of the level of care infants/toddler need and the demand for infant/toddler care which can be difficult for parents to find as availability is limited. The higher rate is provided to support and encourage providers to meet the demands of the infant/toddler population.

☐ Differential rate for school-age programs.
Describe:

☒ Differential rate for higher quality as defined by the State/Territory.
Describe:

Providers who become accredited receive a 20% enhancement to their base rate.

☐ Other differential rate.
Describe:

N/A

☐ None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?
Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- ☒ Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- ☐ Providers are allowed to charge registration fees
- ☐ Providers are allowed to charge for transportation fees
- ☐ Providers are allowed to charge for meals.
- ☐ Providers are allowed to charge additional incidental fees such as field trips or supplies

☐ Policies vary across region, counties and or geographic areas.

Describe:

N/A

☐ No, providers may not charge parents any additional fees

☐ Other.

Describe:

N/A

☐ None

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)):

- Licensed providers caring for 50% or more state subsidized children receive a 30% disproportionate share enhancement added to their base rate. For example, while the licensed child care center base rate ceiling stands at the 46th percentile at \$27.52 per day, with this 30% enhancement the rate would increase to \$35.78. The 75th percentile equates to \$51.00.
- Providers who become accredited receive a 20% enhancement to their base rate.
- Providers who provide evening and weekend care receive a 15% enhancement to their base rate.
- Special needs children's base rates are enhanced by 25%.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

The current payment rate ceiling is defined as the evening/weekend rate. For licensed centers that ceiling is at the 46th percentile for base rate and licensed family homes ceiling is at the 56th percentile. Because of the very limited number of group homes in the state, establishing a percentile for group homes is not representative.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)):

Available child care is affordable when the cost of care does not exceed approximately ten percent of a family's gross income, less medical insurance premiums. This ten percent includes any sliding fee a family is required to pay. This ten percent does not include federal, state, or local child care subsidy.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access:

Approximately 23% of Missouri subsidized children are cared for in license exempt registered family home care (Family Friend and Neighbor care) meaning that they are cared for by providers caring for 4 or less unrelated children. These providers are not included in the biennial Market Rate Survey because the rate they agree to receive is the state's rate and does not reflect the market. Because family home providers, caring for four or less unrelated children, are considered legal care in Missouri, there is no method to capture rates of non subsidized providers in this category of care. Therefore, families have access to any 4 or less provider willing to accept the state rate and meet the child care registration requirements.

2.7.10 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

The lead agency will continue to review policy and practice to continue to improve services to parents and providers, ensure continuity of care and improving its outreach to families and providers. Missouri will be implementing a case review system to increase program integrity and accountability in effort to meet its target goal for the second Error Rate cycle.

PART 3

Health and Safety and Quality Improvement Activities

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☐ Yes.

☒ No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:
Department of Health and Senior Services, Section for Child Care Regulation

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

Missouri recognizes licensing requirements to be the foundation for which health and safety standards are built. DSS works very closely with DHSS, who is the licensing agency in the state, in ensuring licensed providers maintain licensing requirements if they are participating in the child care subsidy program. Because Missouri recognizes certain categories of unlicensed/unregulated care to be legally operating, DSS will allow these categories of legal operation to participate in the child care subsidy program. However these programs must meet CCDF Health and Safety requirements and must self declare their compliance at the time they register/re-register with the program.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?

Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are exempt from licensing in your State/Territory. For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs Yes, religious-based centers, school-based child care centers, summer camps and nursery schools.
Group Home Child Care N/A. Check if your State/Territory does not have group home child care. <input type="checkbox"/>	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing: All group home child care providers are subject to the state's licensing requirement.
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: Family home providers who care for four or fewer children who are not related to the provider are exempt from licensure.

In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: Family home providers who care for four or fewer children who are not related to the provider are exempt from licensure.
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Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
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<p>Do the licensing requirements include child:staff ratios and group sizes? If yes, specify age group, where appropriate:</p>	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement: If there is one (1) adult provider, the home may be licensed for up to six (6) children including a maximum of three (3) children under age two (2), or for up to ten (10) children including a maximum of two (2) children under age two (2), or both. If only four (4) children are present, all the children may be under the age of two (2). If the provider has an assistant present, the home may be licensed for up to ten (10) children including a maximum of four (4) children under age two (2) or for up to eight (8) children who may all be under age two (2). <input type="checkbox"/> Group size requirement:	<input type="checkbox"/> Child:staff ratio requirement: <input type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.
			<input type="checkbox"/> Group size requirement:	
			<input type="checkbox"/> No requirements.	

	<p>The following staff/child ratios shall be maintained on the premises at all times: Birth Through Two (2) Years. Groups composed of mixed ages through two (2)-years shall have no less than one (1) adult to four (4) children, with no more than eight (8) children in a group; Age Two (2) Years. Groups composed solely of two (2)-year olds shall have no less than one (1) adult to eight (8) children, with no more than sixteen (16) children in a group; Ages Three Through Four (34) Years. Groups composed solely of three (3)- and four (4)-year olds shall have no less than one (1) adult to ten (10) children; Ages Five (5) and Up. Groups composed solely of five (5)-year olds and older shall have no less than one (1) adult to every sixteen (16) children; and Mixed Age Groups</p>	<p>The following staff/child ratios shall be maintained on the premises at all times: Birth Through Two (2) Years. Groups composed of mixed ages through two (2)-years shall have no less than one (1) adult to four (4) children, with no more than eight (8) children in a group; Age Two (2) Years. Groups composed solely of two (2)-year olds shall have no less than one (1) adult to eight (8) children, with no more than sixteen (16) children in a group; Ages Three Through Four (34) Years. Groups composed solely of three (3)- and four (4)-year olds shall have no less than one (1) adult to ten (10) children; Ages Five (5) and Up. Groups composed solely of five (5)-year olds and older shall have no less than one (1) adult to every sixteen (16) children; and Mixed Age Groups</p>		
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	<p>Two Years (2) and Up. Groups composed of mixed ages of children two (2) years of age and older shall have no less than one (1) adult to ten (10) children with a maximum of four (4) two (2)-year olds. When there are more than four (4) two (2)-year olds in a mixed group, the staff/child ratio shall be no less than one (1) adult to eight (8) children. If a center has an attendance of more than fifty (50) children, the center director or individual in charge shall not be included in staff/child ratios except during naptime or on an emergency substitute basis. If a center has an attendance of more than thirty (30) children at lunch or dinner time, staff shall be provided for meal preparation, serving and clean-up. The staff shall not be included in</p>	<p>Two Years (2) and Up. Groups composed of mixed ages of children two (2) years of age and older shall have no less than one (1) adult to ten (10) children with a maximum of four (4) two (2)-year olds. When there are more than four (4) two (2)-year olds in a mixed group, the staff/child ratio shall be no less than one (1) adult to eight (8) children. Individuals employed for clerical, housekeeping, cleaning and maintenance shall not be included in staff/child ratios while performing those duties.</p> <p><input checked="" type="checkbox"/> Group size requirement:</p>		
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	<p>staff/child ratios during this time. Individuals employed for clerical, housekeeping, cleaning and maintenance shall not be included in staff/child ratios while performing those duties.</p> <p><input checked="" type="checkbox"/> Group size requirement:</p>	<p>The following staff/child ratios shall be maintained on the premises at all times: Birth Through Two (2) Years. Groups composed of mixed ages through two (2)-years shall have no less than one (1) adult to four (4) children, with no more than eight (8) children in a group; Age Two (2) Years. Groups composed solely of two (2)-year olds shall have no less than one (1) adult to eight (8) children, with no more than sixteen (16) children in a group; Ages Three Through Four (3-4) Years. Groups composed solely of three (3)- and four (4)-year olds shall have no less than one (1) adult to ten (10) children; Ages Five (5) and Up. Groups composed solely of five (5)-year olds and older shall have no less than one (1) adult to every sixteen (16) children; and Mixed Age Groups</p>		
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	<p>The following staff/child ratios shall be maintained on the premises at all times: Birth Through Two (2) Years. Groups composed of mixed ages through two (2)-years shall have no less than one (1) adult to four (4) children, with no more than eight (8) children in a group; Age Two (2) Years. Groups composed solely of two (2)-year olds shall have no less than one (1) adult to eight (8) children, with no more than sixteen (16) children in a group; Ages Three Through Four (34) Years. Groups composed solely of three (3)- and four (4)-year olds shall have no less than one (1) adult to ten (10) children; Ages Five (5) and Up. Groups composed solely of five (5)-year olds and older shall have no less than one (1) adult to every sixteen (16) children; and Mixed Age Groups</p>	<p>Two Years (2) and Up. Groups composed of mixed ages of children two (2) years of age and older shall have no less than one (1) adult to ten (10) children with a maximum of four (4) two (2)-year olds. When there are more than four (4) two (2)-year olds in a mixed group, the staff/child ratio shall be no less than one (1) adult to eight (8) children. Individuals employed for clerical, housekeeping, cleaning and maintenance shall not be included in staff/child ratios while performing those duties.</p> <p><input type="checkbox"/> No requirements.</p>		
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	<p>Two Years (2) and Up. Groups composed of mixed ages of children two (2) years of age and older shall have no less than one (1) adult to ten (10) children with a maximum of four (4) two (2)-year olds. When there are more than four (4) two (2)-year olds in a mixed group, the staff/child ratio shall be no less than one (1) adult to eight (8) children. If a center has an attendance of more than fifty (50) children, the center director or individual in charge shall not be included in staff/child ratios except during naptime or on an emergency substitute basis. If a center has an attendance of more than thirty (30) children at lunch or dinner time, staff shall be provided for meal preparation, serving and clean-up. The staff shall not be included in</p>			
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	<div>staff/child ratios during this time. Individuals employed for clerical, housekeeping, cleaning and maintenance shall not be included in staff/child ratios while performing those duties.</div> <div><input type="checkbox"/> No requirements.</div>			
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Do the licensing requirements identify specific experience and educational credentials for child care directors?	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

	<p>Depends on the size of the center. Education and Experience Requirements For Group Home and Center Directors 1. General requirements.A. A child development associate (CDA) credential shall be considered the equivalent of twelve (12) months experience and six (6) college semester hours in child related courses toward meeting the educational and experience requirements for director of any size facility.B. All experience must have been responsible, supervised, full-time (a minimum of thirty-five (35) hours per week) paid experience in working with children in a child care setting. Part-time experience may be prorated to a full-time equivalentC. Each month of full-time experience may be substituted for two (2) college</p>	<p>Depends on the size of the group home. Education and Experience Requirements For Group Home and Center Directors 1. General requirements. A. A child development associate (CDA) credential shall be considered the equivalent of twelve (12) months experience and six (6) college semester hours in child related courses toward meeting the educational and experience requirements for director of any size facility.B. All experience must have been responsible, supervised, full-time (a minimum of thirty-five (35) hours per week) paid experience in working with children in a child care setting. Part-time experience may be prorated to a full-time equivalent.C. Each month of full-time experience may be substituted for two (2) college</p>		
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	<p>semester hours in unspecified courses, but not for the required child-related courses.</p> <p>D. All college semester hours must have been received from an accredited college or university.</p> <p>E. The required courses may include child-related courses in early childhood education, elementary education, child development, child psychology, nutrition, first aid, recreation, nursing, health, marriage and family, social work, sociology, or other related areas as approved by the department.</p> <p>F. Official verification of the education and experience of the group day care home provider or center director shall be on file with the Child Care Licensing Unit prior to beginning employment.</p> <p>G. Any college transcript used for verification of education must be an official transcript bearing</p>	<p>semester hours in unspecified courses, but not for the required child-related courses.</p> <p>D. All college semester hours must have been received from an accredited college or university.</p> <p>E. The required courses may include child-related courses in early childhood education, elementary education, child development, child psychology, nutrition, first aid, recreation, nursing, health, marriage and family, social work, sociology, or other related areas as approved by the department.</p> <p>F. Official verification of the education and experience of the group day care home provider or center director shall be on file with the Child Care Licensing Unit prior to beginning employment.</p> <p>G. Any college transcript used for verification of education must be an official</p>		
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	<p>the seal of the college or university. Center director- Any individual approved as a qualified center director under the previous licensing rules and employed in a center in that position as of the effective date of these rules shall be exempt from these requirements for continued employment in the same center, or for employment in another center of the same or smaller licensed capacity category. If the same individual is to be employed in another center in a larger licensed capacity category, s/he shall meet the educational and experience requirements of that category. Day care center directors employed after the effective date of these rules shall meet the following education or experience requirements, or both, as</p>	<p>transcript bearing the seal of the college or university. Group day care home provider. The group day care home provider shall have at least thirty (30) college semester hours, with six (6) of the thirty (30) hours in child-related courses; or twelve (12) months experience and six (6) college semester hours in child-related courses; or a CDA credential.</p>		
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	<p>determined by the licensed capacity of the center in which they are to serve: Up to 20 Children - Thirty (30) college semester hours, with six (6) of the thirty (30) hours in child-related courses; or twelve (12) months experience with six (6) college semester hours in child-related courses; or a CDA credential.²¹⁶⁰</p> <p>Children - Sixty (60) college semester hours. Twelve (12) of the hours must be in child-related courses; or twenty-four (24) months experience and twelve (12) college semester hours in child-related courses. ⁶¹⁹⁹</p> <p>Children - Ninety (90) college semester hours. Eighteen (18) of the ninety (90) hours must be in child-related courses; or thirty-six (36) months experience and eighteen (18) college semester hours in child-</p>			
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	<p>related courses. 100 or More Children - One hundred twenty (120) college semester hours. Twenty-four (24) of the one hundred twenty (120) hours must be in child- related courses. Six (6) of the twenty-four (24) college semester hours may include courses in business or management; or four (4) years experience and twenty-four (24) college semester hours in child related courses. Six (6) of the twenty-four (24) college semester hours may include courses in business or management.</p>			
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Do the licensing requirements identify specific experience and educational credentials for child care teachers?	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other: 	<input type="checkbox"/> Other: 	<input type="checkbox"/> Other: 	<input type="checkbox"/> Other:
Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement
	<input checked="" type="checkbox"/> Other: 12 hours	<input checked="" type="checkbox"/> Other: 12 hours	<input checked="" type="checkbox"/> Other: 12 hours	<input type="checkbox"/> Other:

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

☒ Yes.

Describe: The DHSS, SCCR has recently promulgated rules related to safe sleep practices and CPR and First Aid training. The DHSS, SCCR is in the process of promulgating rules related to written disaster and emergency preparedness plans and tuberculosis testing to be in line with CDC recommendations.

☐ No.

3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self- certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Safe sleep policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:				

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR (Child Care Centers)	N/A.	N/A.
	First Aid (Child Care Centers)	N/A.	N/A.
	Training on infectious diseases (Child Care Centers)	N/A.	N/A.
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	N/A.	N/A.
	Medication administration (Child Care Centers)	N/A.	N/A.
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	N/A.	N/A.
	Child development (Child Care Centers)	N/A.	N/A.
	Supervision of children (Child Care Centers)	N/A.	N/A.
	Behavior management (Child Care Centers)	N/A.	N/A.
	Nutrition (Child Care Centers)	N/A.	N/A.
	Breastfeeding (Child Care Centers)	N/A.	N/A.
	Physical activity (Child Care Centers)	N/A.	N/A.
	Working with children with special needs or disabilities (Child Care Centers)	N/A.	N/A.

	Emergency preparedness and response (Child Care Centers)	N/A.	N/A.
	Other. (Child Care Centers)	N/A.	12 hours of child care related training is required annually.
	Describe: N/A.		
Group Home Child Care	CPR (Group Home Child Care)	N/A	N/A
	First Aid (Group Home Child Care)	N/A	N/A
	Training on infectious diseases (Group Home Child Care)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	N/A	N/A
	Medication administration (Group Home Child Care)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	N/A	N/A
	Child development (Group Home Child Care)	N/A	N/A
	Supervision of children (Group Home Child Care)	N/A	N/A
	Behavior management (Group Home Child Care)	N/A	N/A
	Nutrition (Group Home Child Care)	N/A	N/A
	Breastfeeding (Group Home Child Care)	N/A	N/A
	Physical activity (Group Home Child Care)	N/A	N/A
	Working with children with special needs or disabilities (Group Home Child Care)	N/A	N/A
	Emergency preparedness and response (Group Home Child Care)	N/A	N/A

	Other. (Group Home Child Care)	N/A	12 hours of child care related training is required annually.
	Describe: N/A		
Family Child Care Providers	CPR (Family Child Care Providers)	N/A	N/A
	First Aid (Family Child Care Providers)	N/A	N/A
	Training on infectious diseases (Family Child Care Providers)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	N/A	N/A
	Medication administration (Family Child Care Providers)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	N/A	N/A
	Child development (Family Child Care Providers)	N/A	N/A
	Supervision of children (Family Child Care Providers)	N/A	N/A
	Behavior management (Family Child Care Providers)	N/A	N/A
	Nutrition (Family Child Care Providers)	N/A	N/A
	Breastfeeding (Family Child Care Providers)	N/A	N/A
	Physical activity (Family Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (Family Child Care Providers)	N/A	N/A
	Emergency preparedness and response (Family Child Care Providers)	N/A	N/A

	Other. (Family Child Care Providers)	N/A	12 hours of child care related training is required annually for licensed family homes.
	Describe: N/A		
In-Home Child Care Providers	CPR (In-Home Child Care Providers)	N/A	N/A
	First Aid (In-Home Child Care Providers)	N/A	N/A
	Training on infectious diseases (In-Home Child Care Providers)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	N/A	N/A
	Medication administration (In-Home Child Care Providers)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	N/A	N/A
	Child development (In-Home Child Care Providers)	N/A	N/A
	Supervision of children (In-Home Child Care Providers)	N/A	N/A
	Behavior management (In-Home Child Care Providers)	N/A	N/A
	Nutrition (In-Home Child Care Providers)	N/A	N/A
	Breastfeeding (In-Home Child Care Providers)	N/A	N/A
	Physical activity (In-Home Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (In-Home Child Care Providers)	N/A	N/A
	Emergency preparedness and response (In-Home Child Care Providers)	N/A	N/A

	Other. (In-Home Child Care Providers)	N/A	N/A
	Describe: N/A		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii)(A))

- ☒ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- ☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- ☐ Relative providers are subject to certain requirements.
- Describe the different requirements:

e) Provide a web address for the State/Territory's health and safety requirements, if available:

http://www.dss.mo.gov/cd/childcare/pdf/ccp_reference_sheet.pdf.

3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.
☐ No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

☒ Yes. If "Yes" please refer to the chart below and check all that apply.

☐ No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input type="checkbox"/> Yes.
	Describe:
	<input checked="" type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

<p>Licensing staff has procedures in place to address violations found in an inspection.</p>	<p><input checked="" type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections.</p> <p><input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers.</p> <p><input checked="" type="checkbox"/> Licensing staff verify correction of violation.</p> <p><input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation.</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>
<p>Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.</p>	<p><input checked="" type="checkbox"/> Provisional or probationary license</p> <p><input checked="" type="checkbox"/> License revocation or non-renewal</p> <p><input checked="" type="checkbox"/> Injunctions through court</p> <p><input checked="" type="checkbox"/> Emergency or immediate closure not through court action</p> <p><input type="checkbox"/> Fines for regulatory violations</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>

The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input type="checkbox"/> Cease and desist action <input checked="" type="checkbox"/> Injunction <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe:
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe: Child care providers can appeal to the Administrative Hearing Commission or to the Circuit Court. <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe:

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

[Child care providers who have been denied, revoked and suspended by the Department of Health and Senior Services, Section for Child Care Regulation cannot participate in the Child Care Assistance program.](#)

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

☒ Yes.

If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal

background check findings.

The Department of Health and Senior Services operates Missouri's Family Care Safety Registry as of January 2001 to protect children and their families by providing access to background information on registered child care providers to families seeking child care. This information is accessible by a toll-free access telephone number for parents and employers. The background screenings provide information on criminal records maintained by the Missouri State Highway Patrol, child abuse/neglect records maintained by the Department of Social Services, employee disqualification list maintained by the Division of Aging, child care facility licensing records maintained by the Department of Health and Senior Services, foster parent, residential care facility and child placing agency licensing records maintained by the Department of Social Services, and residential living facility and nursing home licensing records maintained by the Division of Aging. Evaluation of the Family Care Safety Registry is seen by the numbers of people who are turned away from becoming a child care provider.

☐ No.

CCDF Categories of Care	Types of Background Check	Frequency
-------------------------	---------------------------	-----------

<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: The child care provider, the owner(s), board president or chairperson, the center director or group day care home provider, all persons employed by the child care provider, and all volunteers counted in staff/child ratios.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Every 2 years at renewal
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Every 2 years
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: N/A
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Not a part of the rule but used as a part of the Family Care Safety Registry.

<input checked="" type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home: The child care provider, the owner(s), board president or chairperson, the center director or group day care home provider, all persons employed by the child care provider, and all volunteers counted in staff/child ratios.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Every 2 years at renewal
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Every 2 years
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: N/A
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Not a part of the rule but used as a part of the Family Care Safety Registry.

<input checked="" type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: Background checks are required for licensed family home providers at initial entrance and at renewal. Registered family home providers and household members 17 years of age and older are required to complete a background check.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Required of licensed family home providers every 2 years at renewal.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Every 2 years
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: This is specific to registered family home providers and only the provider is required to be fingerprinted.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Every 2 years

<input checked="" type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home: Registered family home providers and household members 17 years of age and older are required to complete a background check.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: N/A
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: N/A
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: This is specific to registered family home providers and only the provider is required to be fingerprinted.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input checked="" type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe: N/A

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)):

N/A

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

☒ Yes.

Describe:

Show Me Child Care, DHSS, SCCR is expected to have inspections online in fall of 2011. Currently, families may go into the local office to review a child care provider's file.

☐ No.

3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

Health and safety standards for providers not subject to licensing and receiving CCDF assistance are self declared, except for background screenings as described above. Onsite visits are not required.

3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

☒ Yes.

Describe

Child care programs receiving quality funding or services are encouraged to work with their local Parents as Teachers program to ensure that children within their facility are screened.

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.

Describe

☒ No

☐ Other.

Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes.

Describe

☒ No

☐ Other.

Describe

☐ No

☐ Other.

Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety

Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number of licensed programs.

Describe (optional):

☒ Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

☒ Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

☒ Number of injuries and fatalities in child care as defined by the State/Territory.

Describe (optional):

☒ Number of monitoring visits received by programs.

Describe (optional):

☒ Caseload of licensing staff.

Describe (optional):

☒ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

☐ Other.

Describe:

☐ None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

None

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at

outcomes in programs or the system and may be ongoing or conducted periodically.

None

3.1.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

The DHSS, SCCR has recently promulgated rules related to safe sleep practices and CPR and First Aid training. The goal is for DHSS, SCCR of promulgate rules related to written disaster and emergency preparedness plans and tuberculosis testing to be in line with CDC recommendations. Another goal is for DHSS, SCCR to place inspections and investigations online.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

- ☐ Birth-to-three
- ☒ Three-to-five
- ☐ Five years and older
- ☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html.

Which State/Territory agency is the lead for the early learning guidelines?

Department of Elementary and Secondary Education

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.3 To whom are the early learning guidelines disseminated and in what manner? Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☒ To define the content of training required for the career lattice or professional credential
- ☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☒ To develop State-/Territory -approved curricula
- ☐ Other.

- ☐ None.

3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- ☒ Cross-walked to align with Head Start Outcomes Framework

- ☒ Cross-walked to align with K-12 content standards
- ☒ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards
- ☐ Other.

☐ None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☐ Yes.

Describe:

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

b-2) If yes, is information on child's progress reported to parents?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

☒ No

☐ Other.
Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

☐ Yes.
Describe:

c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☐ Yes.
Describe:

☐ No

☐ Other.
Describe:

c-2) If yes, are the tools used on all children or samples of children?

☐ All children.
Describe:

☐ Samples of children.

Describe:

☐ Other.

Describe:

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes.
Describe:

☐ No

☐ Other.
Describe:

☒ No

☐ Other.
Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☒ Yes.
Describe:

Missouri has a definition for school readiness. In addition, Missouri is assigning a unique identifier to all children at school entry and thousands of younger children -- those in Head Start, First Steps, Early Childhood Special Education, Voluntary Pre-K, Title I, Parents as Teachers, etc. We are also working with school districts to obtain early childhood assessment data and are working on a plan to have more common assessments for children beginning at age 3. The long-term plan is to have a set of assessments for children birth through grade 3, teachers knowledge and skills, and program quality.

☐ No

☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG's for preschool aged children.
Describe (optional):

As of May 2, 2011, 198 persons have participated in the Missouri Early Learning Standards (MELS) training. The Missouri Early Learning Standards training was developed in fall of 2009.***(Information has not been collected on the number of parents trained or served in family support program.)

☐ Number/percentage of child care providers trained on ELG's for infants and toddlers.
Describe (optional):

☐ Number of programs using ELG's in planning for their work.
Describe (optional):

☒ Number of parents trained on or served in family support programs that use ELG's.
Describe (optional):

☐ Other.
Describe:

☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

[None](#)

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

[None](#)

3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

[The goal is to develop early learning standards for infants and toddlers along with training. Also, expand access to the existing early learning standards training for ages three to five.](#)

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) (Click for additional instructions)

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

The Missouri Quality Rating System is housed with the University of Missouri – Columbia, Opportunities for a Professional Education Network (OPEN) Initiative. There is a state committee that meets quarterly to make decisions on QRS and other assessment/rating initiatives, the members of the committee include:

- Local school district staff
- Department of Mental Health
- Missouri Afterschool Network
- University of Missouri – Kansas City, Institute for Human Development
- Department of Elementary and Secondary Education
- Department of Social Services
- TEACH Missouri Scholarship
- University of Missouri – Columbia, Start-Up and Expansion Technical Assistance
- Department of Health and Senior Services
- Child Care Aware® of Missouri
- Association for the Education of Young Children of Missouri
- University of Missouri – Columbia, Center for Family Policy and Research
- The Missouri School Age Community Coalition

3.3.1 Element 1 - Program Standards

Definition - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☒ Ratios and group size
- ☒ Health, nutrition and safety
- ☒ Learning environment and curriculum
- ☒ Staff/Provider qualifications and professional development
- ☒ Teacher/providers-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☒ Community relationships
- ☒ Administration and management
- ☐ Developmental screenings
- ☒ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☒ Cultural competence

☐ Other.
Describe:

N/A

☐ None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☐ Children with special needs as defined by your State/Territory
- ☒ Infants and toddlers
- ☒ School-age children
- ☐ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☐ Licensing is a pre-requisite for participation
- ☒ Licensing is the first tier of the quality levels
- ☐ State/Territory license is a "rated" license.
- ☐ Other.

Describe:

N/A

☐ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- ☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- ☒ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- ☒ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

☐ Other.

Describe:

N/A

☐ None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

Definition - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- ☒ Program improvement plans
☒ Technical assistance on the use of program assessment tools
☐ Other.
Describe:

N/A

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- ☐ Yes.
Describe:

N/A

- ☒ No
☐ Other.
Describe:

N/A

3.3.3 Element 3 - Financial Incentives and Supports

Definition - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

- ☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 - Element 4 - Quality Assurance and Monitoring

Definition - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <div> <p>Start-Up and Expansion grantees have this assessment every 18 months. Beginning in our State Fiscal Year 2012, programs receiving Accreditation Facilitation services will also be assessed using these tools every 18 months.</p> <p>The On-site Assessment Project (OSAP) will provide the ECERS-R and the ECER-E to Missouri Preschool Project Programs (MPP) with on-site classroom assessments every other year unless the Observation Score is 4.0 or below. MPP classrooms/programs with an Observation Score of 4.0 or below will receive an on-site classroom assessment annually.</p> </div>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <div>N/A</div>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <div>N/A</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> The DSS Educare providers use the Quality Instrument for Informal Childcare (QIC) tool to assess registered family homes serving 4 or fewer unrelated children on an annual basis. The Missouri Afterschool Quality Standards self assessment is used by school-age programs who receive grants from DESE. </div>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other. Describe: <div style="border: 1px solid black; padding: 2px; margin-top: 2px;">N/A</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☒ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Other.
Describe:

N/A

☐ None.

3.3.5 - Element 5 - Outreach and Consumer Education

Definition - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☐ Yes. If yes, how is it used?

☐
Resource and referral/consumer education services use with parents seeking care

☐
Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting

☐
Searchable database on the web

☐
Voluntarily, visibly posted in programs

☐
Mandatory to post visibly in programs

☐
Used in marketing and public awareness campaigns

☐
Other.

Describe:

☒ No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

☐
Print

☐
Radio

☐
Television

☐
Web

☐
Telephone

☐

Social Marketing

☐

Other.

Describe:

☐

None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5,** does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

☐

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

☐

Participation is voluntary for:

☐

Participation is mandatory for:

☒

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☐

No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☐

State/Territory is in the development phase

☐

State/Territory has no plans for development

☐

Other.

Describe:

N/A

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

☒

Child care centers

☒

Group child care homes

☒

Family child care homes

☐

In-home child care

☐

License exempt providers

☒

Early Head Start programs

☒

Head Start programs

☒

Pre-kindergarten programs

☒

School-age programs

☐

Other.

Describe:

N/A

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally

exempt from licensing) that are not described in your responses to any question in section 3.3 above,

please describe:

The DSS Educare program provides on-site training and technical assistance to registered family homes who serve 4 or fewer unrelated children and who serve subsidized children. These services are provided through contracts with Universities and Community Partnerships in 88 out of 115 counties in Missouri.

3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe:

Missouri-Columbia, OPEN Initiative has data on the level of quality of the few programs who have been rated with the Missouri Quality Rating System, this is a pilot in our state so it is very limited.



Number of programs that move program quality levels annually (up or down).

Describe:

N/A



Program scores on program assessment instruments.

List instruments:

The instruments used are the Family Child Care Environment Rating Scale, the Infant Toddler Environment Rating Scale, the Missouri Infant Toddler Responsive Caregiving Checklist, the Early Childhood Environment Rating Scale, and the Early Childhood Environment Rating Scale - Extension.

Describe:

The DSS has access to data on the scores given to programs mandated to have assessments, Start-Up & Expansion grantees only.

The Department of Elementary and Secondary Education has access to the scores for programs

mandated to have assessments by them.



Classroom scores on program assessment instruments.

List instruments:

The same instruments listed above.

Describe:

The DSS has access to this information on classrooms within the Start-Up and Expansion facilities that have slots added with our funding. DESE has this information on their grantees.



Qualifications for teachers or caregivers within each program.

Describe:

N/A



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:

The CCDF lead agency maintains this data.



Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe:

N/A



Other.

Describe:

N/A



None.

b) Performance measurement. What, if any, are the Lead Agency's performance measures on program quality?

The overall QRS rating is a performance measure for those programs who receive it. For programs receiving an on-site assessment through our centralized assessment system with the University of Missouri, OPEN, the average scores are performance measures, these are from the environmental rating scales used along with the Program Management portion of the assessment.

c) Evaluation. What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

The On-Site Assessment Project through the University of Missouri, OPEN initiative is a centralized system, which includes centralized training of assessors. Inter-rater reliability is monitored carefully along with any possible conflicts of interest. There are 2 master assessors statewide that assist with this. Missouri has developed additional notes to be used with each of the Environment Rating Scales and the Early Childhood Environment Rating Scale- Extension. These notes provide clarification for directors, teachers, and coaches who are using the ERS and ECERS-E instruments to increase the quality of the learning environment. Additionally, the notes were created to support QRS assessors so that they may interpret, observe, and score the instrument consistently throughout the state. With the understanding that no program is 100% perfect, the MO Notes were created to allow the assessor to balance realistic and practical expectations while keeping health, safety, and quality in mind. The work in Missouri moving towards a trainer/training approval system is being built partially in an attempt to close loopholes and reduce fraud when it comes to compliance with licensing.

3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub -section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Missouri has been active in the development and implementation of its quality improvement and assessment system for several years. While the system is not yet available on a statewide basis, our goal is to use its framework as a mechanism to measure the quality of child care programs and assist them in improving their program standards and workforce competencies across the state. These goals will be accomplished by increasing the number of child care and early programs participating in the

centralized assessment system along with the dispersement of and on-line access to the updated Core Competencies for Early Care and Education Professionals, and Youth Development Professionals.

3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

Missouri engages the child serving agencies and other public agencies such as the Missouri Departments of Social Services, Elementary and Secondary Education, Higher Education, Mental Health and Health and Senior Services. In addition we engage the Missouri Coordinating Board for Early Childhood (the State Advisory Council), Child Care Aware® of Missouri, the University of Missouri Center for Family Policy and Research, OPEN, Missouri Head Start State Collaboration Office, among others referenced in.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

☐ Other.

Describe:

<https://www.openinitiative.org/Content.aspx?file=Resources.txt>.

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- ☒ Child growth, development and learning
- ☒ Health, nutrition, and safety
- ☒ Learning environment and curriculum
- ☒ Interactions with children
- ☒ Family and community relationships
- ☒ Professionalism and leadership
- ☒ Observation and assessment
- ☒ Program planning and management

☐ Diversity

☐ Other.

Describe:

☐ None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (as reported in section 3.3)
- ☐ To define the content of training required for the career lattice or credential
- ☐ To correspond to the early learning guidelines
- ☐ To define curriculum and degree requirements at institutions of higher education
- ☐ Other.

Describe:

☐ None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- ☒ Cross-walked with the Child Development Associate (CDA) competencies
- ☒ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)

☐ Cross-walked with apprenticeship competencies

☐ Other.

Describe:

☐ None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

☐ Administrators in centers (including educational coordinators, directors).

Describe:

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☐ Other.

Describe:

☒ None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

- ☐ Birth-to-three
☐ Three-to-five
☒ Five and older
☐ Other.

Describe:

☐ None.

3.4.2 Workforce Element 2 - Career Pathways

Definition - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☒ Yes.

Describe:

Missouri's career pathway is Missouri's Education Matrix for Early Childhood, School Age/Afterschool, and Youth Development Professionals only defines the sequence of qualifications as it relates to education. It can be found at the website below.

☐ No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

<https://www.openinitiative.org/content/pdfs/CareerLattice/Missouri's%20Education%20Matrix%209-08.pdf>

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

Missouri's Matrix is intended to include everyone working in the Early Childhood, School Age/Afterschool, and Youth Development field.

☒ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

Missouri's Matrix is intended to include everyone working in the Early Childhood, School Age/Afterschool, and Youth Development field.

☒ Administrators in centers (including educational coordinators, directors).

Describe:

Missouri's Matrix is intended to include everyone working in the Early Childhood, School Age/Afterschool, and Youth Development field.

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

Missouri's Matrix is intended to include everyone working in the Early Childhood, School Age/Afterschool, and Youth Development field.

☒ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

Missouri's Matrix is intended to include everyone working in the Early Childhood, School Age/Afterschool, and Youth Development field.

☐ Other.

Describe:

☐ None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

☐ Infants and toddlers

☐ Preschoolers

- ☒ School-age children
 - ☐ Dual language learners
 - ☐ Children with disabilities, children with developmental delays, and children with other special needs
 - ☐ Other.
- Describe:

☐ None.

d) In what ways, if any, is the career pathway (or lattice) used?

- ☒ Voluntary guide and planning resource
 - ☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
 - ☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
 - ☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
 - ☐ Required placement for participation in scholarship and/or other incentive and support programs
 - ☐ Required placement for participation in the QRIS or other quality improvement system
 - ☐ Other.
- Describe:

☐ None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

- ☒ Yes.
- If yes, describe:

The matrix is based solely on education and it is verified.

☐ No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to

capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

☐ Yes.

If yes, describe:

☒ No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☒ Yes.

If yes, describe:

Currently this is only being done by a needs survey sent annually by Child Care Aware® of Missouri, they use this information when meeting with other trainers to discuss training needs in communities.

☐ No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

☒ Standards set by the institution

☐ Standards set by the State/Territory higher education board

☐ Standards set by program accreditors

☐ Other.

Describe:

☐ None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

☒ Training approval process.

Describe:

Training is approved by DHSS, Section for Child Care Regulation. Training submitted for approval must be completed on a topic relevant to child care and a brief outline of the training must be included. A training approval request may be denied if the training approval request is determined not to be child care related, or if the applicant does not provide adequate information to process the approval.

☐ Trainer approval process.

Describe:

☐ Training and/or technical assistance evaluations.

Describe:

☐ Other.

Describe:

☐ None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☐ Yes.

If yes, describe:

☒ No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☐ Yes.

If yes, describe:

☒ No.

3.4.4 Workforce Element 4 - Access to Professional Development

Definition - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made

aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☒ Pre-Kindergarten

☒ Public schools

☒ Early intervention/special education

☐ Other.

Describe:

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes.

If yes, describe:

Currently Child Care Aware® of Missouri hosts the Missouri Workshop Calendar where anyone can go to find approved trainings for professionals in early childhood or School Age/Afterschool care. The website is below.

☐ No.

<http://www.mocccrnttrainingcalendar.org/index.cfm?go=interface:calendar.month>

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships.

Describe:

Many of the Community Partnerships who receive funding from DSS for Early Childhood use some of that funding for scholarships for child care and early learning professionals.

☒ Free training and education.

Describe:

The DSS Educare program provides free on-site training for providers and may fund providers to attend other trainings.

☒ Reimbursement for training and education expenses.

Describe:

The Educare program as listed above may reimburse for training expenses for the providers enrolled in their program.

☒ Grants.

Describe:

Start-Up and Expansion grantees may utilize the funding from their grant to access Professional Development.

☐ Loans.

Describe:

☐ Loan forgiveness programs.

Describe:

☐ Substitute pools.

Describe:

☐ Release time.

Describe:

☐ Other.

Describe:

☐ None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes.

If yes, describe:

Only through T.E.A.C.H. Missouri

☐ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes.

If yes, describe:

The Educare program and the Accreditation Facilitation program includes coaches to provide technical assistance to child care providers and their workforce.

☐ No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

ConditionsDefinition - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes.

If yes, describe:

☒ No.

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education

program?

☒ Yes.

If yes, describe:

The T.E.A.C.H. Missouri Scholarship program provides bonuses.

☐ No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☐ Yes.

If yes, describe:

☒ No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes.

If yes, describe:

☒ No.

3.4.6 Data & Performance Measures on the Child Care Workforce - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☒ Data on the size of the child care workforce.

Describe (optional):

☒ Data on the demographic characteristics of practitioners or providers working directly with children.

Describe (optional):

☒ Records of individual teachers or caregivers and their qualifications.

Describe (optional):

☐ Retention rates.

Describe (optional):

☒ Records of individual professional development specialists and their qualifications.

Describe (optional):

☒ Qualifications of teachers or caregivers linked to the programs in which they teach.

Describe (optional):

☐ Number of scholarships awarded .

Describe (optional):

☒ Number of individuals receiving bonuses or other financial rewards or incentives.

Describe (optional):

☒ Number of credentials and degrees conferred annually.

Describe (optional):

☐ Data on T/TA completion or attrition rates.

Describe (optional):

☐ Data on degree completion or attrition rates.

Describe (optional):

☐ Other.

Describe:

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☒ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

Voluntary

☒ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

Voluntary

☒ Administrators in centers (including educational coordinators, directors).

Describe:

Voluntary

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

Voluntary

☒ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

Voluntary

☐ Other.

Describe:

☐ None.

b-2) Does the workforce data system apply to:

☒ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☒ all practitioners working in programs that receive public funds to serve children birth to age 13?

☐ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

The Missouri Trainer Registry and the Missouri Professional Achievement and Recognition System registry of practitioners through OPEN are voluntary. Therefore, the number of participants is one measurement of performance, another measurement would be the number that are in the registries that are at a higher education level on the Missouri Education Matrix.

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Program assessment scores through the QRS, as described earlier and through the On-Site Assessment project is one way to evaluate this system. As cumulative data on program performance is collected recommendations to support quality programming may be explored.

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Missouri is implementing a training quality assurance system. This system will be on-line and will include DHSS, Section for Child Care Regulation Standard Training Approval and an Enhanced Training Approval process. The enhanced process includes Trainer Authorization and Enhanced Training Approval. This is being developed by MOCCRRN d.b.a. Child Care Aware® of Missouri, OPEN, DHSS, and DSS. The goals for this system are to recruit targeted groups to use the system, respond to trainer feedback to increase user satisfaction, and identify "ambassadors" from communities using the system to promote the use and benefits of the system.

Attachment 2.2.9



MISSOURI DEPARTMENT OF SOCIAL SERVICES
FAMILY SUPPORT DIVISION

Supercase

Number: _____

DCN: _____

CHILD CARE APPLICATION/ELIGIBILITY STATEMENT

The following information is necessary to determine your eligibility for Child Care assistance. You must answer each question accurately and completely. You may be required to provide proof of your statements. Please complete this form in ink. If you need help with this form, please contact your local FSD office at:

Phone: _____ Worker: _____

APPLICANT NAME: _____

HOME TELEPHONE NUMBER: _____

WORK TELEPHONE NUMBER: _____

COMPLETE MAILING ADDRESS INCLUDING ZIPCODE: _____

DO ALL HOUSEHOLD MEMBERS INTEND TO REMAIN IN MISSOURI? _____

HOUSEHOLD MEMBERS (LIST YOUR NAME FIRST)

NAME	DATE OF BIRTH	RACE/GENDE R	MARITA L STATUS	SOCIAL SECURITY NUMBER	RELATIONSHIP	INDICATE PERSON AND CARE NEEDED		
						Y/N	HOURS	DAY/EVE

EXPLANATION OF NEED FOR CARE: CHECK ALL THAT APPLY TO YOU. 'MY CHILD(REN) NEED(S) CARE BECAUSE I:

	PARENT :	PARENT :	NAME OF SCHOOL/ COLLEGE/TRNG YOU ATTEND	GRADE LEVEL
AM WORKING				
ATTEND SCHOOL				
AM DISABLED				
AM IN JOB TRAINING				
AM BEING EVALUATED FOR TRAINING AND/OR EMPLOYMENT				
HAVE A CHILD WITH A SPECIAL NEED*				

* My child receives SSI, is under court ordered supervision, in foster care, receives services through Department of Mental Health, or is functionally challenged according to medical evidence).

INCOME: LIST AMOUNT OF INCOME AND SOURCE OF INCOME FOR ALL HOUSEHOLD MEMBERS. LIST PERSON AND AMOUNT RECEIVED FROM CHILD SUPPORT, SSA, SSI, FOOD STAMPS, TEMPORARY ASSISTANCE, HOUSING ASSISTANCE, STATE/FEDERAL ASSISTANCE OR ANY OTHER SOURCE OF INCOME.

NAME OF PERSON WITH INCOME	AMOUNT OF INCOME	HOW OFTEN RECEIVED	SOURCE OF INCOME

DEDUCTIONS: IF YOU PAY FOR HEALTH/DENTAL/HOSPITAL INSURANCE, HOW MUCH IS YOUR PREMIUM? HOW OFTEN DO YOU PAY THIS AMOUNT?

IF YOU EXPECT ANY CHANGES IN HOUSEHOLD MEMBERS, INCOME OR HEALTH INSURANCE COSTS, PLEASE EXPLAIN:

CHILD CARE PROVIDER	ADDRESS	COUNTY	TELEPHONE	RELATIONSHIP TO CHILD	PROVIDER STATUS	
					LIC/CON/REG	DVN

CERTIFICATION SECTION:

- I agree to provide additional information or verification as requested to determine my family's eligibility for Child Care assistance within fifteen days of this application.
- I agree to report changes in income, employment, household members, health insurance premiums, and need for child care. I understand that my child's caregiver must comply with all state and federal laws and requirements in order for Child Care assistance benefits to be paid by FSD.
- I understand that my statements are subject to investigation and verification. I understand that Missouri laws provide for fine and/or imprisonment for persons who receive or attempt to receive public assistance by knowingly giving false statements, or failing to report information required to determine eligibility for public assistance.
- My signature certifies, under penalty of perjury, that all information given is true and complete.

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Child Care Family Eligibility Income Guidelines and Sliding Fee Chart information
may be accessed at http://www.dss.mo.gov/cd/childcare/pdf/ccguide_1209.pdf.

DECEMBER 2009 CHILD CARE FAMILY ELIGIBILITY INCOME GUIDELINES AND SLIDING FEE CHART

										SLIDING FEE CHART		
NUMBER OF PERSONS PER CHILD CARE FAMILY										DAILY COST PER CHILD IN CARE		
1	2	3	4	5	6	7	8	9	10	FULL DAY	HALF DAY	PART DAY
0-417	0-545	0-674	0-802	0-930	0-1058	0-1082	0-1106	0-1130	0-1154	\$1.00	Per	Year*
418-500	546-654	675-808	803-962	931-1116	1059-1270	1083-1299	1107-1328	1131-1356	1155-1385	\$0.50	\$0.35	\$0.25
501-583	655-763	809-943	963-1122	1117-1302	1271-1482	1300-1515	1329-1549	1357-1582	1386-1616	\$0.75	\$0.50	\$0.35
584-667	764-872	944-1078	1123-1283	1303-1488	1483-1693	1516-1732	1550-1770	1583-1808	1617-1847	\$1.00	\$0.65	\$0.45
668-750	873-981	1079-1212	1284-1443	1489-1674	1694-1905	1733-1948	1771-1991	1809-2034	1848-2078	\$2.00	\$1.30	\$0.90
751-834	982-1090	1213-1347	1444-1604	1675-1860	1906-2117	1949-2165	1992-2213	2035-2261	2079-2309	\$3.00	\$1.95	\$1.35
835-917	1091-1199	1348-1482	1605-1764	1861-2046	2118-2328	2166-2381	2214-2434	2262-2487	2310-2539	\$4.00	\$2.60	\$1.80
918-1212	1200-1584	1483-1960	1765-2333	2047-2704	2329-3077	2382-3146	2435-3218	2488-3287	2540-3356	\$5.00	\$3.25	\$2.25

11	12	13	14	15	16	17	18	19	20	FULL DAY	HALF DAY	PART DAY
0-1179	0-1203	0-1227	0-1251	0-1275	0-1299	0-1323	0-1347	0-1371	0-1395	\$1.00	Per	Year*
1180-1414	1204-1443	1228-1472	1252-1501	1276-1529	1300-1559	1324-1587	1348-1616	1372-1645	1396-1674	\$0.50	\$0.35	\$0.25
1415-1650	1444-1684	1473-1717	1502-1751	1530-1784	1560-1818	1588-1852	1617-1885	1646-1919	1675-1953	\$0.75	\$0.50	\$0.35
1651-1886	1685-1924	1718-1962	1752-2001	1785-2039	1819-2078	1853-2116	1886-2155	1920-2193	1954-2232	\$1.00	\$0.65	\$0.45
1887-2121	1925-2165	1963-2208	2002-2251	2040-2294	2079-2338	2117-2381	2156-2424	2194-2467	2233-2511	\$2.00	\$1.30	\$0.90
2122-2357	2166-2405	2209-2453	2252-2501	2295-2549	2339-2598	2382-2646	2425-2694	2468-2742	2512-2790	\$3.00	\$1.95	\$1.35
2358-2593	2406-2646	2454-2698	2502-2751	2550-2804	2599-2857	2647-2910	2695-2963	2743-3016	2791-3068	\$4.00	\$2.60	\$1.80
2594-3426	2647-3497	2699-3567	2752-3637	2805-3707	2858-3777	2911-3847	2964-3915	3017-3987	3069-4056	\$5.00	\$3.25	\$2.25

*FAMILIES AT THE LOWEST INCOME LEVEL SHALL PAY \$1.00 PER YEAR WITH CONSTITUTES THE PERIODIC PAYMENT FOR THE ELIGIBILITY PERIOD

FAMILIES WITH INCOMES HIGHER THAN THIS SCALE ARE INELIGIBLE FOR CHILD CARE ASSISTANCE

PART TIME CARE IS ONE HALF HOUR UP TO THREE HOURS OF CARE

HALF TIME CARE IS THREE HOURS UP TO FIVE HOURS OF CARE

FULL TIME CARE IS FIVE HOURS UP TO TEN HOURS OF CARE

Information on transitional child care may be accessed at <http://www.dss.mo.gov/cd/childcare/transcc.htm>.

Transitional Child Care 2009 Income Eligibility										
Number of Persons per Child Care Family										
Person	1	2	3	4	5	6	7	8	9	10
Income	1,213- 1,327	1,585- 1,734	1,961- 2,145	2,334- 2,553	2,705- 2,960	3,078- 3,368	3,147- 3,443	3,219- 3,552	3,288- 3,598	3,357- 3,673
Person	11	12	13	14	15	16	17	18	19	20
Income	3,427- 3,749	3,498- 3,828	3,568- 3,904	3,638- 3,980	3,708- 4,048	3,778- 4,134	3,848- 4,210	3,916- 4,285	3,988- 4,364	4,057- 4,439

SLIDING FEE SCALE DAILY COST PER CHILD		
FULL DAY	HALF DAY	PART DAY
\$ 5.00	\$ 3.25	\$ 2.25

PART TIME CARE IS ONE HALF HOUR UP TO THREE HOURS OF CARE
HALF TIME CARE IS THREE HOURS OF CARE UP TO FIVE HOURS OF CARE
FULL TIME CARE IS FIVE HOURS OF CARE UP TO TEN HOURS OF CARE.

Effective December 1, 2009.

Attachment 2.6.1

ACTION NOTICE		Page	01	Date	03/02/2009
Head of EU		JANEY DOE RECIPIENT		DCN	1234567890

The following action(s) was/were taken for eligibility unit number CC1234567890CHC001:

The children listed below are eligible for child care assistance from 02/09/2009 thru 01/31/2010. The child(ren) and their dates of eligibility for child care benefits are listed below. In order to receive these benefits, you must find a child care provider. Your child(ren) is(are) now on a waiting list since you do not have a child care provider. If you do not find a child care provider within the next thirty days, your household's eligibility for child care assistance may end.

Please notify your Eligibility Specialist when you locate a child care provider. Your household's eligibility for child care assistance may be redetermined at that time.

NAME	DCN	BEGIN DATE	END DATE
JILLIAN DOE RECIPIENT	2345678901	02/09/2009	01/31/201

Your child care net countable income is as follows:

BENEFIT MONTH	GROSS INCOME	- MEDICAL INSURANCE PREMIUM	= NET INCOME
02/2009	\$234.00	\$0.00	\$234.00
03/2009	\$234.00	\$0.00	\$234.00

If you:

- * disagree with this decision,
- * disagree with the sliding fee or daily amounts for child care,
- * disagree with the benefit amount,
- * have questions regarding this notice, or
- * would like to request a fair hearing,

Contact your local Family Support Division office at the address on the front of this letter or complete the enclosed fair hearing request form. You have 90 days to request a hearing.

If you agree with the above decision, you do not have to request a hearing.

(06/03)

FA-150

Attachment 2.6.1

ACTION NOTICE	Date 03/02/2009
Page 01	
Head of EU JANEY DOE RECIPIENT	DCN 1234567890

If you request a hearing:

- * you may represent yourself,
- * an attorney may represent you,
- * other persons who have knowledge of your situation may represent you,
- * you have the right to present witnesses in your own behalf, and
- * you have the right to question witnesses who appear at the request of the Family Support Division.

FOR THE POSSIBILITY OF FREE LEGAL SERVICES CONTACT:

LEGAL AID OF WESTERN MO
1125 GRAND BLVD STE 1900
KANSAS CITY MO 64106
816-XXX-XXXX

CHILD CARE REPORTING REQUIREMENTS:
Change reporting responsibilities
Report the following changes immediately to your eligibility specialist:

- * any changes in income, including employment, loss of employment, place of employment,
- * any changes in work, school or training schedules,
- * any changes in child care provider or hours of care needed,
- * any changes in medical insurance premiums,
- * any changes in household members, or,
- * any changes in residence

If you have any questions or require further information, please contact:

JOE ELIGIBILITY SPECIALIST Phone: (XXX)XXX-XXXX
Load:00XXXX

FA-150 (06/03)

Attachment 2.6.1

ACTION NOTICE		Date
Page 01		01/06/2009
Head of EU		DCN
JANEY DOE RECIPIENT		1234567890

The following action(s) was/were taken for eligibility unit number CC1234567890CHC001:

The child(ren) listed below are eligible for child care assistance from 02/01/2009 through 01/31/2010. The Family Support Division will pay your child care provider for a portion of your child care expenses. In order to receive this payment, your child care provider must send us child care invoices on a monthly basis. Invoices must be signed by your child care provider. Certain providers must also send in attendance sheets which track the hours and days when care is provided. You must sign these attendance sheets on a daily basis.

The child care amounts listed below are based on your child care household's size and income as well as the provider chosen.

If your provider charges more than the amounts listed, it is your responsibility to pay this excess amount to your provider.

CHILD NAME DCN
JILLIAN RECIPIENT 2345678901
PROVIDER: WAYLON JENNINGS SPECIAL NEEDS: N

BEGIN DATE: 02/01/2009 END DATE: 06/30/2009

23 full day units per month

RATE PER DAY:	FULL	HALF	PART	BEGIN DATE	END DATE
DAY TIME	\$4.13	\$2.44	\$2.44	02/01/2009	06/30/2009

If you:

- * disagree with this decision,
- * disagree with the sliding fee or daily amounts for child care,
- * disagree with the benefit amount,
- * have questions regarding this notice, or
- * would like to request a fair hearing,

Contact your local Family Support Division office at the address on the front of this letter or complete the enclosed fair hearing request form. You have 90 days to request a hearing.

If you agree with the above decision, you do not have to request a hearing.

FA-150 (06/03)



Missouri Department of
SOCIAL SERVICES
Your Potential. Our Support.

CHILD CARE PROVIDER APPROVAL/CHANGE NOTICE		Page 01	DATE 02/23/2011
PROVIDER MY CHILD CARE			DVN 002273212

The child listed below is eligible for child care at your facility. Dates of service and restrictions are listed below.

This child is eligible for Children's Division services. As per your payment agreement, you cannot collect any "copay" for direct child care services for this child. You also cannot collect any additional funds for the care of this child, including, but not limited to, enrollment fees, field trip fees, activity fees, and transportation.

CHILD NAME: SCRAPPY DOO Special Needs: Y
CHILD DCN: 0063910534

BEGIN DATE: 01/05/2011 END DATE: 07/31/2011
Maximum number of units authorized per month:

22 full day units per month

If a child care provider charges less than the state maximum, the state will only pay the provider rates.

The Department of Social Services (DSS) will not pay for any services billed for a period of time during which a provider's license, contract, or registration is not valid.

In order to receive payment from DSS, you must send us child care invoices on a monthly basis. You must sign these invoices. You must also maintain attendance records which track the hours and days when care is provided. These attendance records must be initialed daily and signed monthly by the family. You are required to maintain these records for five (5) years and make them available upon request. In certain situations, providers must submit these attendance records with the monthly invoices for payment.

If you have any questions about this letter, please contact the child's case manager at:

NAME PHONE/EXT COUNTY
ALICIA D JENKINS (573) 751-6793 COLE

CENTRAL OFFICE
615 HOWERTON CT
JEFFERSON CITY MO 65109



0063910534
PARENT, RESOURCE
10500 MAIN ST
JEFFERSON CITY MO 65101

ACTION NOTICE		Page 01	DATE 02/23/2011						
CHILD NAME SCRAPPY D00		CHILD DCN 0063910534							
<p>The child listed above is eligible for child care services from 01/05/2011 through 07/31/2011. The Department of Social Services (DSS) will pay your child care provider directly for these services. In order to receive this payment, your child care provider must send us child care invoices on a monthly basis. Invoices must be signed by your child care provider.</p> <p>All child care providers must maintain attendance records which track the hours and days when care is provided. You must initial these attendance records daily and sign the attendance records monthly.</p> <p>Some providers charge more for direct child care services than DSS pays. The difference in what the provider charges and what DSS pays is called the "copay". As a part of your child care provider's payment agreement, the provider cannot charge you this "copay" amount for direct child care services for Children's Division children. Also, the provider cannot charge any additional funds for the care of this child, including, but not limited to, enrollment fees, field trip fees, activity fees, and transportation.</p> <p>PROVIDER: MY CHILD CARE BEGIN DATE: 01/05/2011 END DATE: 07/31/2011 SPECIAL NEEDS: Y</p> <p>Maximum number of units authorized per month:</p> <p>22 full day units per month</p> <p>DSS will only pay up to the approved services listed above. If you change child care providers, stop taking the child to a child care provider, no longer have a need for child care services, or have any questions about this letter, please contact the child's case manager.</p> <p>If this notice indicates services are ending and you still need child care OR if you have any questions regarding this letter, please contact the child's case manager at:</p> <table border="0"> <tr> <td>NAME</td> <td>PHONE/EXT</td> <td>COUNTY</td> </tr> <tr> <td>ALICIA D JENKINS</td> <td>(573)751-6793</td> <td>COLE</td> </tr> </table>				NAME	PHONE/EXT	COUNTY	ALICIA D JENKINS	(573)751-6793	COLE
NAME	PHONE/EXT	COUNTY							
ALICIA D JENKINS	(573)751-6793	COLE							

Attachment 2.7.1

The restructure of the rates includes an interactive map of Missouri which displays specific rates for each county of the state. Go to <https://dssapp.dss.mo.gov/ccrate/>.

CORE COUNTIES: St. Charles, St. Louis City, St. Louis County***LICENSED & REGULATED FAITH BASED FACILITIES***

	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.52	\$22.84	\$16.01	\$16.07	\$13.02	\$9.53	\$15.75	\$10.40	\$7.25
GROUP	\$19.95	\$15.75	\$15.75	\$13.65	\$8.47	\$7.94	\$12.60	\$8.47	\$5.29
FAMILY HOME	\$17.20	\$11.69	\$10.84	\$13.65	\$8.40	\$6.88	\$12.60	\$8.40	\$5.25

REGISTERED PROVIDERS*

<i>St. Charles, St. Louis City, St. Louis County</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$15.30	\$9.90	\$6.90	\$15.00	\$9.90	\$6.90
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$13.00	\$8.00	\$5.00	\$12.00	\$8.00	\$5.00

NON CORE COUNTIES: Franklin, Jefferson, Lincoln, Warren, Washington***LICENSED & REGULATED FAITH BASED FACILITIES***

<i>Franklin & Jefferson</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.04	\$18.98	\$16.01	\$16.07	\$10.40	\$7.25	\$15.75	\$10.40	\$7.25
GROUP	\$19.95	\$15.75	\$15.75	\$13.65	\$8.40	\$6.35	\$12.60	\$8.40	\$5.25
FAMILY HOME	\$15.75	\$11.01	\$10.84	\$13.65	\$8.40	\$6.88	\$12.60	\$8.40	\$5.25

<i>Lincoln, Warren, Washington</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$20.98	\$18.44	\$14.45	\$12.44	\$7.94	\$6.35	\$10.58	\$7.41	\$5.19
GROUP	\$15.13	\$13.76	\$13.76	\$9.53	\$6.35	\$6.35	\$9.53	\$6.35	\$5.03
FAMILY HOME	\$13.76	\$11.01	\$10.84	\$10.05	\$7.94	\$6.88	\$9.19	\$6.35	\$4.76

REGISTERED PROVIDERS*

<i>Franklin & Jefferson</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$15.30	\$9.90	\$6.90	\$15.00	\$9.90	\$6.90
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$13.00	\$8.00	\$5.00	\$12.00	\$8.00	\$5.00

<i>Lincoln, Warren, Washington</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

<u>CORE COUNTIES: Clay, Jackson, Platte</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.23	\$22.60	\$16.01	\$15.75	\$12.88	\$9.43	\$13.67	\$10.40	\$7.25
GROUP	\$19.95	\$15.75	\$15.75	\$12.60	\$8.38	\$7.86	\$10.50	\$8.38	\$5.25
FAMILY HOME	\$17.02	\$11.57	\$10.72	\$12.60	\$7.86	\$6.81	\$10.50	\$7.35	\$5.25
<i>REGISTERED PROVIDERS*</i>									
<i>Clay, Jackson, Platte</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$15.00	\$9.90	\$6.90	\$12.85	\$9.90	\$6.90
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$12.00	\$7.25	\$4.13	\$10.00	\$7.00	\$5.00
<u>NON CORE COUNTIES: Bates, Caldwell, Cass, Clinton, Lafayette, Ray</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
<i>Bates, Caldwell, Clinton</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$20.76	\$18.25	\$14.30	\$12.31	\$7.86	\$6.28	\$10.47	\$7.33	\$5.13
GROUP	\$14.98	\$13.62	\$13.62	\$9.43	\$6.30	\$6.28	\$9.43	\$6.30	\$4.97
FAMILY HOME	\$13.62	\$10.89	\$10.72	\$9.95	\$7.86	\$6.81	\$9.19	\$6.30	\$4.71
<i>Cass, Lafayette, Ray</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.04	\$18.98	\$16.01	\$15.75	\$10.40	\$7.25	\$13.49	\$10.40	\$7.25
GROUP	\$19.95	\$15.75	\$15.75	\$12.60	\$7.61	\$6.28	\$10.50	\$7.35	\$5.25
FAMILY HOME	\$15.75	\$10.89	\$10.72	\$12.60	\$7.86	\$6.81	\$10.50	\$7.35	\$5.25
<i>REGISTERED PROVIDERS*</i>									
<i>Bates, Caldwell, Clinton</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00
<i>Cass, Lafayette, Ray</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$15.00	\$9.90	\$6.90	\$12.85	\$9.90	\$6.90
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$12.00	\$7.25	\$4.13	\$10.00	\$7.00	\$5.00

<u>CORE COUNTIES: Boone</u>									
LICENSED & REGULATED FAITH BASED FACILITIES									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.04	\$21.96	\$16.01	\$16.07	\$12.52	\$9.16	\$16.07	\$10.40	\$6.41
GROUP	\$19.95	\$15.75	\$15.75	\$12.60	\$8.40	\$7.63	\$12.60	\$8.40	\$5.09
FAMILY HOME	\$16.54	\$11.24	\$10.42	\$12.60	\$8.40	\$6.61	\$12.60	\$8.40	\$4.81
REGISTERED PROVIDERS*									
<i>Boone</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$15.30	\$9.90	\$6.90	\$15.30	\$9.90	\$6.10
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$12.00	\$8.00	\$4.00	\$12.00	\$8.00	\$4.00
<u>NON CORE COUNTIES: Howard</u>									
LICENSED & REGULATED FAITH BASED FACILITIES									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$20.17	\$17.73	\$13.89	\$11.96	\$7.63	\$6.11	\$10.18	\$7.12	\$4.99
GROUP	\$14.55	\$13.23	\$13.23	\$9.19	\$6.30	\$6.11	\$9.19	\$6.30	\$4.83
FAMILY HOME	\$13.23	\$10.58	\$10.42	\$9.67	\$7.63	\$6.61	\$9.19	\$6.30	\$4.58
REGISTERED PROVIDERS*									
<i>Howard</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

<u>CORE COUNTIES: Cole</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.51	\$21.18	\$14.80	\$14.72	\$12.07	\$8.83	\$12.81	\$8.83	\$6.11
GROUP	\$17.86	\$12.76	\$12.76	\$11.28	\$7.85	\$7.36	\$9.81	\$7.85	\$4.91
FAMILY HOME	\$15.95	\$10.84	\$10.05	\$10.55	\$7.36	\$6.38	\$9.81	\$6.38	\$4.64
<i>REGISTERED PROVIDERS*</i>									
<i>Cole</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00
<u>NON CORE COUNTIES: Callaway, Moniteau, Osage</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$19.45	\$17.09	\$13.39	\$11.53	\$7.36	\$5.89	\$9.81	\$6.87	\$4.81
GROUP	\$14.03	\$12.76	\$12.76	\$9.19	\$6.30	\$5.89	\$9.19	\$6.30	\$4.66
FAMILY HOME	\$12.76	\$10.21	\$10.05	\$9.32	\$7.36	\$6.38	\$9.19	\$6.30	\$4.42
<i>REGISTERED PROVIDERS*</i>									
<i>Callaway, Moniteau, Osage</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

CORE COUNTIES: Jasper, Newton									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$23.37	\$19.39	\$14.70	\$13.48	\$11.05	\$8.09	\$11.73	\$8.09	\$5.59
GROUP	\$16.36	\$11.68	\$11.54	\$10.33	\$7.19	\$6.75	\$9.19	\$7.19	\$4.49
FAMILY HOME	\$14.60	\$9.93	\$8.76	\$9.66	\$6.74	\$5.62	\$9.19	\$6.30	\$4.25
<i>REGISTERED PROVIDERS*</i>									
<i>Jasper, Newton</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$17.95	\$15.50	\$14.00	\$9.88	\$7.26	\$4.50	\$10.80	\$7.01	\$4.00
FAMILY HOME	\$13.00	\$8.00	\$4.64	\$9.00	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00
NON CORE COUNTIES: n/a									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
GROUP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FAMILY HOME	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<i>REGISTERED PROVIDERS*</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FAMILY HOME	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<u>CORE COUNTIES: Greene</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.04	\$21.27	\$16.01	\$14.79	\$12.12	\$8.87	\$12.86	\$8.87	\$6.14
GROUP	\$19.95	\$15.75	\$15.75	\$11.34	\$7.89	\$7.39	\$10.50	\$7.89	\$4.93
FAMILY HOME	\$16.02	\$10.89	\$10.09	\$10.60	\$7.39	\$6.41	\$10.50	\$6.41	\$4.66
<i>REGISTERED PROVIDERS*</i>									
<i>Greene</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$12.00	\$8.00	\$5.00	\$11.50	\$8.00	\$5.00
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$10.00	\$6.50	\$4.00	\$10.00	\$6.00	\$4.00
<u>NON CORE COUNTIES: Christian, Dallas, Polk, Webster</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
<i>Christian</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$19.54	\$17.17	\$14.70	\$12.60	\$8.40	\$5.91	\$12.08	\$8.40	\$5.25
GROUP	\$14.10	\$12.81	\$12.81	\$10.50	\$6.83	\$5.91	\$10.50	\$6.30	\$4.68
FAMILY HOME	\$13.65	\$10.25	\$10.09	\$10.50	\$7.39	\$6.41	\$10.50	\$6.30	\$4.44
<i>Dallas, Polk, Webster</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$19.54	\$17.17	\$13.45	\$11.58	\$7.39	\$5.91	\$9.86	\$6.90	\$4.83
GROUP	\$14.10	\$12.81	\$12.81	\$9.19	\$6.30	\$5.91	\$9.19	\$6.30	\$4.68
FAMILY HOME	\$12.81	\$10.25	\$10.09	\$9.36	\$7.39	\$6.41	\$9.19	\$6.30	\$4.44
<i>REGISTERED PROVIDERS*</i>									
<i>Christian</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$17.95	\$15.50	\$14.00	\$12.00	\$8.00	\$5.00	\$11.50	\$8.00	\$5.00
FAMILY HOME	\$13.00	\$8.00	\$4.64	\$10.00	\$6.50	\$4.00	\$10.00	\$6.00	\$4.00
<i>Dallas, Polk Webster</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

<u>CORE COUNTIES: Buchanan</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$26.37	\$21.89	\$15.30	\$15.21	\$12.48	\$9.13	\$13.24	\$9.13	\$6.31
GROUP	\$18.46	\$13.19	\$13.19	\$11.66	\$8.11	\$7.61	\$10.50	\$8.11	\$5.07
FAMILY HOME	\$16.48	\$11.21	\$10.38	\$10.90	\$7.61	\$6.59	\$10.50	\$6.59	\$4.79
<i>REGISTERED PROVIDERS*</i>									
<i>Buchanan</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$17.95	\$15.50	\$14.00	\$12.63	\$7.90	\$4.65	\$11.40	\$8.50	\$4.75
FAMILY HOME	\$13.00	\$8.00	\$4.64	\$10.00	\$6.00	\$4.00	\$10.00	\$6.00	\$4.00
<u>NON CORE COUNTIES: Andrew, Dekalb</u>									
<i>LICENSED & REGULATED FAITH BASED FACILITIES</i>									
	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$20.11	\$17.67	\$13.85	\$11.92	\$7.61	\$6.09	\$10.14	\$7.10	\$4.97
GROUP	\$14.50	\$13.19	\$13.19	\$9.19	\$6.30	\$6.09	\$9.19	\$6.30	\$4.82
FAMILY HOME	\$13.19	\$10.55	\$10.38	\$9.64	\$7.61	\$6.59	\$9.19	\$6.30	\$4.56
<i>REGISTERED PROVIDERS*</i>									
<i>Andrew & Dekalb</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

MICROPOLITAN COUNTIES: Adair, Audrain, Bollinger, Butler, Cape Girardeau, Clark, Dunklin, Howell, Johnson, Laclede, Lewis, Marion, Nodaway, Pettis, Phelps, Pulaski, Ralls, Randolph, St. Francois, Saline, Schuyler, Scott, Stone, Taney

LICENSED & REGULATED FAITH BASED FACILITIES

<i>Johnson</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$27.04	\$18.98	\$16.01	\$15.75	\$10.40	\$7.25	\$13.49	\$10.40	\$7.25
GROUP	\$19.95	\$15.75	\$15.75	\$12.60	\$7.61	\$6.50	\$10.50	\$7.35	\$5.25
FAMILY HOME	\$15.75	\$10.24	\$6.50	\$12.60	\$7.61	\$5.00	\$10.50	\$7.35	\$5.25
<i>Remaining Micropolitans</i>									
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$15.44	\$13.00	\$12.35	\$10.50	\$6.50	\$5.50	\$9.65	\$6.30	\$4.20
GROUP	\$12.60	\$10.73	\$10.73	\$9.19	\$6.50	\$6.50	\$9.19	\$6.30	\$4.20
FAMILY HOME	\$11.05	\$9.10	\$6.50	\$9.19	\$6.30	\$5.00	\$9.19	\$6.30	\$4.20

REGISTERED PROVIDERS*

<i>Johnson</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$25.75	\$18.08	\$15.25	\$15.00	\$9.90	\$6.90	\$12.85	\$9.90	\$6.90
FAMILY HOME	\$15.00	\$9.75	\$5.00	\$12.00	\$7.25	\$4.13	\$10.00	\$7.00	\$5.00
<i>Remaining Micropolitans</i>									
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

REST OF STATE: Includes counties not listed as a part of an MSA or Micropolitan

LICENSED & REGULATED FAITH BASED FACILITIES

<i>All Rest of State counties</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.70	\$8.40	\$6.50	\$10.50	\$6.30	\$4.50	\$9.65	\$6.30	\$4.20
GROUP	\$12.60	\$9.10	\$9.10	\$9.19	\$6.30	\$4.88	\$9.19	\$6.30	\$4.20
FAMILY HOME	\$10.50	\$8.45	\$5.20	\$9.19	\$6.30	\$4.20	\$9.19	\$6.30	\$4.20

REGISTERED PROVIDERS*

<i>All Rest of State counties</i>	INFANT			PRESCHOOL			SCHOOL AGE		
	FULL	HALF	PART	FULL	HALF	PART	FULL	HALF	PART
CENTER	\$14.00	\$8.00	\$6.00	\$10.00	\$6.00	\$4.00	\$9.19	\$6.00	\$4.00
FAMILY HOME	\$10.00	\$6.50	\$4.64	\$8.75	\$6.00	\$4.00	\$8.75	\$6.00	\$4.00

Attachment 2.7.4.b

CHILD CARE MARKET RATE SURVEY 2010

- 1. Please indicate the types of child care you currently provide, or are licensed to provide (check all that apply):**

- ☐ Full day care (5 or more hours per day)
☐ Half day care (at least 3, but less than 5 hours per day)
☐ Part day care (at least 30 minutes, but less than 3 hours per day)

- 2. Please check the age groups for which you currently provide care, or are licensed to provide care (check all that apply):**

- ☐ Infant/Toddler (birth to 24 months)
☐ Preschool (2 to 5 years)
☐ School Age (5 years and older)

- 3. Please enter the number of children that are currently enrolled, as well as the rate you charge for direct child care services during daytime hours to each of the following categories. If you do not provide care during daytime hours, go to question 4.**

	# of children currently enrolled	Rate Per Child		Frequency (Hour, Day, Week, 2 Weeks, Month, Other)
Infant/Toddler		Full Care	Time	
Infant/Toddler		Half Care	Time	
Infant/Toddler		Part Care	Time	
Preschool		Full Care	Time	
Preschool		Half Care	Time	
Preschool		Part Care	Time	
School Age		Full Care	Time	
School Age		Half Care	Time	
School Age		Part Care	Time	

- 4. Do you, or are you licensed to provide care during any of these “non-traditional” hours? (check all that apply)**

- ☐ Weekends (Saturdays and/or Sundays)
☐ Evenings (after 7 pm)
☐ Early Mornings (prior to 6 am)
☐ None of the above – Skip to question 6.

Attachment 2.7.4.b

5. Please enter the number of children that are currently enrolled, as well as the rate you charge for direct child care services during non-traditional hours (Weekends, Evenings after 7 pm or Early Mornings prior to 6 am) to each of the following categories.

	# of children currently enrolled	Rate Per Child		Frequency (Hour, Day, Week, 2 Weeks, Month, Other)
Infant/Toddler		Full Care	Time	
Infant/Toddler		Half Care	Time	
Infant/Toddler		Part Care	Time	
Preschool		Full Care	Time	
Preschool		Half Care	Time	
Preschool		Part Care	Time	
School Age		Full Care	Time	
School Age		Half Care	Time	
School Age		Part Care	Time	

6. Are you accredited by a recognized accrediting organization? (check one) If no, go to question 10.

☐ Yes
☐ No -Skip to question 8.

7. Please choose the organization(s) through which you are accredited. (Check all that apply)

☐ CARF International (Commission on Accreditation of Rehabilitation Facilities)
☐ COA (Council on Accreditation)
☐ MOA (Missouri Accreditation)
☐ NAA (National Afterschool Association)
☐ NAEYC (National Association for the Education of Young Children)
☐ NAFCC (National Association for Family Child Care)
☐ NECPA (National Early Childhood Program Accreditation)
☐ Other, please list: _____

8. Do you have volunteer staff or unpaid community agency staff that assist in the care of the children in your facility on a regular basis? (check one)

☐ Yes
☐ No

Attachment 2.7.4.b

9. Do you have any paid employees at your child care business? (check one)

- ☐ Yes
☐ No

10. Please indicate which types of paid employees you have at your child care business, along with the salary of the highest paid employee of that type. Use the definitions for guidance as the actual job titles you use may be different.

- **Executive Director** is responsible for program administration, planning, development, and may be responsible for the management of more than one child care facility.
- **Program Director, Assistant Director, Supervisor/Manager/Site Coordinator** position is responsible for program administration, planning and development, and on-site supervision at least 30 hours a week.
- **Home-Based or Group-Home Owner/Director** is responsible for every aspect of the program, including: program administration, planning the learning environment and curriculum, documenting child observations and assessments, partnering with families and community members and organizations, and educating children/youth.
- **Lead/Head Teacher or Co-Teacher** is responsible for a child or group of children/youth, implements the curriculum, documents child/youth observations and assessments, and works with families and community partners. May be responsible for some management, curriculum & planning tasks and/or assumes charge if a director is temporarily absent from the center/program.
- **Assistant Teacher or Teacher's Aide** supports lead teacher in carrying out the program's learning environment and curriculum; also in charge of a child or a group of children/youth.

Attachment 2.7.4.b

	Salary	Frequency (Check the appropriate Box)	
Executive Director		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Program Director		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Assistant Director		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Supervisor/Site Manager or Coordinator		<input type="checkbox"/> Hourly <input type="checkbox"/> Biweekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Owner		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Lead Teacher		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Co-Teacher		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Assistant Teacher		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other
Teacher's Aide		<input type="checkbox"/> Hourly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Semi Monthly	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other

11. If you contract with the Department of Social Services (DSS) for subsidy child care payments, do you use direct deposit? (check one)

- ☐ Yes, I use direct deposit – Skip to question 13.
☐ No, I receive payments by paper check
☐ No, I do not contract with DSS for subsidy child care payments – Skip to question 20.

12. I do not use direct deposit because: (check all that apply)

- ☐ I do not have an open checking or savings account
☐ I did not know direct deposit was an option
☐ I don't know how to start direct deposit
☐ Other: _____

13. Do you submit your monthly attendance online (using the Child Care Online Invoicing System – CCOIS) for payment of DSS subsidy children? (check one)

- ☐ Yes – Skip to question 15.
☐ No – Skip to question 18.

14. I do not use online invoicing (CCOIS) because: (check all that apply)

- ☐ I do not have regular access to a computer
☐ I do not have regular access to the internet

Attachment 2.7.4.b

- ☐ I did not know online invoicing was an option
- ☐ I do not understand how to access or use online invoicing
- ☐ Other: _____

15. How would you rate your experience with the CCOIS? (check one)

- ☐ Very Dissatisfied
- ☐ Dissatisfied
- ☐ Neither Satisfied nor Dissatisfied
- ☐ Satisfied
- ☐ Very Satisfied

How could the CCOIS be improved?

16. Have you ever called the CCOIS help line (800-392-8725)? (check one)

- ☐ Yes
- ☐ No -Skip to question 18.

17. How would you rate your experience with the CCOIS help line? (check one)

- ☐ Very Dissatisfied
- ☐ Dissatisfied
- ☐ Neither Satisfied nor Dissatisfied
- ☐ Satisfied
- ☐ Very Satisfied

How could the CCOIS help line be improved?

18. Have you ever called the Family Support Division (FSD) Information Line (800-392-1261)? (choose one)

- ☐ Yes
- ☐ No – Skip to question 20.

19. How would you rate your experience with the FSD Information Line? (check one)

- ☐ Very Dissatisfied
- ☐ Dissatisfied
- ☐ Neither Satisfied nor Dissatisfied
- ☐ Satisfied
- ☐ Very Satisfied

How could the FSD Information Line be improved?

20. Do you have any suggestions for ways in which DSS could better serve your facility?

Attachment 2.7.4.b

METHODOLOGY**The Purpose**

The United States Department of Health and Human Services requires state agencies that administer Childcare Block Grant Funds to collect information on childcare market rates. To meet this requirement, the Research and Evaluation Unit of the Missouri Department of Social Services, on behalf of the Children's Division (CD), Early Childhood and Prevention Services Section (ECPS), conducts a survey biannually that contains information about rates, as well as subsidized payment issues and other statistics.

Data Source and Sample Population

The Missouri Department of Health and Senior Services, which is responsible for licensing childcare facilities, provided a list of all licensed facilities. Surveys were mailed to all 3,694 licensed providers.

Response Rate

A total of 1,446 questionnaires were completed either online or by paper, for a return rate of 39.14%.

The Survey

The survey sent to the childcare providers covered the following topics:

- the facility type where care is provided; i.e., centers, family homes, and group homes;
- rates charged for care differentiated by age groups (Infant, Pre School, and School Age¹), type of facility (Family, Group or Center), category of care (full-time, half-time, or parttime²), and whether care was provided during daytime/weekday hours or evening/weekend hours;
- the number of children cared for in each age group, type of facility, and category;
- whether or not the provider is accredited;
- whether or not the provider accepts state subsidy payments;
- employees and their salaries; and
- performance of the Department of Social Services with respect to prompt and accurate payment for children receiving state subsidy.

Description of Analyses

Providers were asked to report rates as charged by the hour, day, week, biweekly, or monthly. These reported rates were then converted to daily rates by multiplying hourly rates by 7.5, dividing weekly rates by five, bi-weekly rates by 10 and monthly rates by 22. Rates derived in this manner were checked for reasonableness in light of the type of care provided and the area of the state in which the care was provided.

Facilities were divided into three groups depending on the number of children receiving care.

- Centers serve 20 or more children.
- Group homes generally serve between 10 and 20 children.
- Family homes serve fewer than 10 children.

Attachment 2.7.4.b

Where possible, the classification was determined by matching the facility information to Department of Health and Senior Services file. When this was not possible, the number of children served, as reported by the provider in the survey, determined the type.

Surveys returned with no rate for a given category of care had no influence on calculating rate information for that type of care. Because of this, the total number of surveys for each type of care and classification varies depending on the number of providers that reported a rate for that type of care.

Caution should be used in interpreting results where there are few responses in a given geographical area or for a certain type of care. This is especially true with respect to Group Homes. Also, keep in mind that voluntary participation introduces the potential for self-selection bias. With respect to this particular survey, providers charging more than DSS rates may have a perceived incentive to return the survey in the hope of influencing state paid rates. Providers charging below or close to the DSS rates may be more satisfied and, therefore, have less incentive to respond. In addition, only licensed providers were surveyed. It is uncertain how the inclusion of unlicensed providers may have affected the results.

Key findings

To view the findings of Missouri's Market Rate Survey go to <http://www.dss.mo.gov/cd/childcare/pdf/ccaresurvey.pdf>.